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ABSTRACT

Maine's York County Technical College (YCTC) undertook a project to develop a handbook for adjunct faculty that provided information on campus procedures, available resources, and general teaching techniques. The discussion began with a review of related literature to determine the value of adjunct faculty to two-year colleges, the value of handbooks for adjuncts, and potential handbook content and format. Following the review, sample adjunct handbooks were obtained from three two-year colleges and a matrix of content was compiled from the samples. Criteria for the YCTC handbook were then developed by a formative committee of two full-time and two adjunct faculty at the college and validated by a summative committee of academic deans. Draft versions of the handbook were then prepared, circulated, and revised. The final handbook should increase communication between adjunct faculty and department leaders and improve classroom management for new teachers. Appendices provide lists of members of the formative and summative committees, a description of duties for both committees, minutes from formative committee meetings, the handbook criteria developed in the project, response and validation forms and letters from the summative committee, and the final YCTC Adjunct Faculty Handbook. (Contains 11 references.) (BCY)

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DEVELOPMENT OF A HANDBOOK FOR ADJUNCT FACULTY AT THE YORK COUNTY TECHNICAL COLLEGE

Governance and Management

John Rainone

York County Technical College

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

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December, 1996

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF A HANDBOOK FOR ADJUNCT FACULTY AT YORK COUNTY TECHNICAL COLLEGE

by

John J. Rainone

December, 1996

The problem under investigation was that information of college policies and procedures at York County Technical College (YCTC) was not adequately communicated to the adjunct faculty. The purpose of this study was to develop an adjunct faculty handbook that would include information on campus procedures, resources and teaching techniques.

The research questions were, "What were the appropriate and valid contents to be included in a handbook for adjunct faculty" and "What format is most appropriate for a handbook for adjunct faculty?" A developmental methodology was used to answer the research questions. Data from the literature review included (a) the importance of adjunct faculty, (b) the value of an adjunct faculty handbook, (c) handbook content, and (d) handbook format. In addition, manuals from other technical/community colleges were also used as a foundation in constructing the handbook.

Several procedures took place to complete this development practicum. These steps were to (a) conduct a literature review, (b) establish the criteria, (c) validate the criteria, (d) secure three handbook models from other institutions, (e) develop the product with guidance from a formative committee, and (f) validate the product using a summative committee.

The major conclusion of this report was the successful development of an adjunct faculty handbook for YCTC. Two important benefits resulted from this practicum. The first benefit is the expected increased communication between adjunct faculty and department leaders, and that this handbook will assist adjunct faculty in better classroom management. Finally, it was recommended that every adjunct faculty at YCTC receive this handbook and it be utilized in an orientation program at the beginning of every semester.

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Chapter 1

INTRODUCTION

Nature of the Problem

The quality of instruction provided in the future at technical and community colleges across America is likely to depend ever more on the classroom performance of adjunct faculty. That performance, in turn, will depend largely on the way colleges manage the vast numbers of part-time instructors.

York County Technical College (YCTC) is a newly formed public, two-year, postsecondary institution granted status by the Maine State Legislature on April 15, 1994 through passage of the "Act to Establish York County Technical College." The College is the seventh college of the Maine Technical College System and officially opened its doors on September 5, 1995. YCTC offers both traditional and non-traditional programs of study for students desiring enrollment on a full- and part-time basis. YCTC has experienced a growth in annual enrollment of 116% from Fall 1995 to Fall 1996. Courses offered in the evening (after 5:30 p.m.), on weekends, and currently many daytime courses, are being taught almost completely by adjunct faculty who have no other responsibility to the institution. These individuals come from industry with a solid technical background, but may not have actual college-level teaching experience.

Purpose of the Study

The purpose of this study was to develop a handbook for YCTC adjunct faculty. This handbook will aid faculty in understanding

the campus practices and procedures, resources available, and advising and teaching techniques.

Significance to the Institution

The handbook resulting from this project would provide a published source of information needed by adjunct faculty at YCTC. It will inform adjunct faculty of the college's expectations and list of current policies and procedures. It would provide information on how to obtain support services needed to deliver courses (i.e. clerical or library support). Finally, the handbook will eliminate any misinformation and reduce confusion and frustration for adjunct faculty. As a newly formed institution, YCTC will need to depend heavily on adjunct faculty in the developing stages of the institution.

Relationship to Seminar

This practicum is directly related to the Governance and Management seminar in that this handbook will be used as a vehicle to communicate institutional policies and procedures to the adjunct faculty. Topics discussed in this seminar included: producing organizing effectiveness, education and training of personnel, and issues of quality and leadership in an academic institution.

Research Questions

There were two research questions for this study. "What were the appropriate and valid contents to be included in a handbook for adjunct faculty?" and "What format is most appropriate for a handbook for adjunct faculty?"

Definition of Terms

For this practicum, the following term required clarification.

Adjunct faculty. Those individuals employed by the York County Technical College to teach on a course by course contract basis which terminates at the end of each scheduled course. Adjunct faculty have no guarantee of being assigned to teach in any subsequent semester, have no fringe benefits and no tenure.

Chapter 2

REVIEW OF LITERATURE

A literature review was performed to survey handbook design alternatives. An extensive search of the literature to identify the major topics that are currently included in the faculty handbooks was conducted. Three models from other college handbooks were reviewed and used as the basis for determining the content. The focus of the review was on policies and procedures necessary to provide an effective handbook for adjunct faculty at York County Technical College.

The literature review contained examples of the format and content, such as policies, procedures, and teaching techniques, and scope of various types of handbooks. This information was utilized to make informed choices and to adapt this appropriate content to the needs of York County Technical College. The literature review explores three major areas: (a) the importance of adjunct faculty, (b) the value of an adjunct faculty handbook, (c) handbook content, and (d) handbook format.

The Importance of Adjunct Faculty

In all institutions of higher education, and most especially in community colleges, there is a large and growing cadre of faculty who move silently in, around, and out of the college community relatively unnoticed (Roueche, Roueche, & Milliron, 1995, p. 2). Institutions have assigned them various names, "associate faculty, temporary faculty, community faculty, reserve faculty, and percentage faculty" (Biles and Tuckman, 1986, pp.

25-6). Gappa and Leslie (1993) has described them in terms as "the invisible faculty" and "gypsy faculty."

In today's community colleges, almost two hundred thousand adjuncts - two thirds of all community college faculty - provide instruction to the nation's six million community college students. Nationally, adjuncts teach 30 to 50% of credit courses at community colleges, and nearly 100% of non-credit courses (St. Petersburg Junior College, 1994, p. 2). These increased numbers make it necessary for college administrators and department leaders to develop sound personnel practices for adjunct faculty. In financially hard times, adjunct faculty are extremely attractive to colleges since this group receives much less pay than full-time faculty, receive no fringe benefits, require little secretarial help, and are hired for one course with no further commitment (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994, p. 189). "Part-time teachers are beneficial economically and can enrich the campus" (Boyer, 1987, p. 137).

Adjunct faculty are clearly a diverse group with different needs and intentions. Roueche, Roueche and Milliron (1995) explain "the diversity of their [adjunct faculty] demographic characteristics, their academic backgrounds, their experiences, and their motivations to teach part-time makes it impossible to assign them simple or inclusive labels (p. 6). Tucker (1993) developed seven categories into which he places part-time faculty. They are (1) full-mooners who hold a full-time job of at least thirty-five hours per week beyond their part-time work;

(2) students, often at the graduate level, from nearby colleges and universities; (3) hopeful full-timers who are persons holding a part-time job because they cannot find full-time work; (4) part-mooners who hold multiple part-time jobs and work less than thirty-five hours per week; (5) homeworkers, individuals who want to work part-time because they are home taking care of children or a relative; (6) semiretireds, individuals who may need extra income and who fill their time with part-time teaching; and (7) part-unknowners who give a variety of reasons for becoming part-time that do not fall into any other category (pp. 120-1).

The criticisms of part-time faculty are common and widespread. Boyer (1987), reporting on a study of the college experience for undergraduates in American colleges and universities, recommended:

> It is our position that a balance must be struck between full- and part-time faculty. Specifically, we propose that no more that 20 percent of the undergraduate faculty be part-time faculty, it is essential that their employment be educationally justified (p. 137).

However, there is little evidence to support any appropriate ratios of part-time to full-time faculty. Lack of research and absence of hard data about part-timers make it difficult for nay-sayers of part-timers to justify their position. In reality, there are limited hard data to support whether part-time faculty are any better or any worse than full-time faculty. (Roueche, Roueche and Milliron, 1995, p. 18).

The Value of an Adjunct Faculty Handbook

Current wisdom has it that handbooks are a "necessary evil," produced, disseminated and subsequently gathering dust on numerous bookshelves (Rio Salado Community College, 1990, p. 10). However, Roueche, Roueche and Milliron (1995) explain unless the part-timer's role, responsibilities, and expectations for performance are clearly outlined in an orientation and handbook, they [part-time faculty] will not become effective partners in "the teaching and learning enterprise" (p. 79). A college handbook, designed for all faculty, is an important guide to the college, its students, and its services and support centers; a handbook should be provided to each part-time faculty member (p. 155).

The major importance of an adjunct faculty handbook is to facilitate communication among faculty, department heads and administration. Rio Salado Community College (1990) has faculty widely dispersed throughout 9,200 square miles and have limited contact with the College. The importance of the Adjunct Faculty Handbook for Rio Salado is to communicate vital administrative and instructional information that cannot be overemphasized (p. 10).

"The name of the game in helping them [part-time faculty] get along is communication. They need to have access to information they need, and we try to provide them a means of getting it" (St. Petersburg Junior College, 1994, p. 4).

Adjunct Faculty Handbook Content

A handbook provides a written source of orientation for new adjunct faculty and informs them of departmental expectations and current procedures of the department. It provides information on how to obtain information of support services necessary to delivery credit courses. Furthermore, a handbook eliminates any misinformation obtained and reduces confusion and frustration for adjunct faculty (Grieve & France, 1992, p. 67).

According to Thompson (1992) the handbook designed for Northern Virginia Community College includes a variety of information designed for adjunct lecturers. It includes general information on the use of office machines, services available to the student and faculty member, policies and procedures for grading and attendance, and preparing a course syllabus (p. 4).

Rio Salado Community College (1990) established an Adjunct Faculty Staffing and Development Group to insure excellence in instruction through consistency, the use of effective teaching and learning strategies, an increase in faculty identification with the college, and the ability for administration to more effectively coordinate information and standardize procedures throughout the college. The Adjunct Faculty Staffing and Development Group facilitated this by developing a handbook to identify instructional concerns and develop internal systems and procedures (pp. 1-2).

Cuyahoga Community College gives each adjunct faculty a handbook including policies, procedures, support services,

administrative staff, how to develop a syllabus, and what to do on the first day of class. The handbook also includes a newsletter, a discussion of grading, the handling of disciplinary problems, and who to contact for various concerns (Roueche, Roueche and Milliron, 1995, p. 69).

Adjunct Faculty Handbook Format

According to Biles and Tuckman (1986), a handbook is generally divided into three sections. These three sections are an overview usually containing an introduction to the academic institution and the environment in which the faculty member will be working. The first two sections discuss specific contractual matters and performance expectations. The third section addresses the administrative issues that enable the part-timer to function effectively as a member of the department (p. 136).

Angelo and Cross (1992) wrote about classroom assessment techniques for college teachers. Their handbook's structure is a guide to assist users in developing better understanding of the learning process in the classroom. This handbook addresses the needs of newly hired adjunct faculty to utilize assessment techniques in the classroom. Some assessment techniques suggested are: (a) course-related knowledge and skills, (b) learner attitudes, values, and self awareness, (c) learner reactions to instruction, and (d) learner reactions to class activities and assignments (p. 115).

Summary

Part-time faculty make critical contributions to teaching and learning in America's colleges and universities. These contributions - educationally, socially and economically - justify that part-timers merit positive treatment and acknowledgment. "Part-time faculty are sleeping giants; their sheer numbers and their impact on college instruction cannot and should not be ignored" (Roueche, Roueche and Milliron, 1995, p. 157). This is an issue in higher education that will not go away.

Furthermore, colleges must identify strategies that will integrate, train and promote adjunct faculty into the college community. Strategies such as orientations, mentorships and a comprehensive adjunct handbook are necessary for this success.

Chapter 3

METHODOLOGY AND PROCEDURES

Problem Solving Methodology

The purpose of this practicum was to develop a handbook for adjunct faculty at York County Technical College. A development research methodology was utilized to design the handbook.

There were seven procedures taken to complete this development practicum. These steps were to (a) conduct a literature review, (b) establish the criteria, (c) validate the criteria, (d) secure three handbook models and formats from other institutions, (e) develop the product with guidance from a formative committee, (f) validate the product using a summative committee, and (g) revise the product if necessary.

First, a review of literature was conducted. This review included a broad area of adjunct handbook purposes, sample models and formats. The literature review was divided into categories and summarized.

Second, the content criteria were established for the handbook. This formative committee consisted of two full-time faculty and two adjunct faculty (see Appendix A). The duty of the committee was to guide the development of the adjunct handbook, assist in the editing process, and provide reaction during the development of the procedures of the adjunct faculty handbook process (see Appendix B). An outline of the content was developed by this committee. The formative committee met two times on June 13 and June 20 (see Appendixes C and D).

Third, three sample adjunct faculty handbooks were secured from Three Rivers Community-Technical College in Connecticut, Rio Salado Community College in Arizona, and Trident Technical College in South Carolina. A matrix of each of these handbooks was compiled to use as content criteria for this practicum (See Appendix E).

Fourth, the summative committee was established to validate the criteria. The summative committee consisted of a dean of students, a dean of continuing education, and a dean of academic affairs (see Appendix F). The dean of students on this committee was a replacement for the Dean of Monadnock Region Center of New Hampshire Technical College at Manchester because he is no longer in this position. The duty of this committee (see Appendix G) for this step was to examine the criteria and determine if it would be an appropriate tool to measure an adjunct faculty handbook (see Appendix H). During this step, the committee did not meet as a group but responded to the criteria by mail on a form (see Appendix I) during the months of July and August, 1996.

Fifth, a draft of the entire contents of the handbook was written based on the outline discussed in steps two and three.

Sixth, the draft was reviewed by a summative committee for validation purposes, using the criteria previously established. The duty of the summative committee in this step was to validate the completed adjunct faculty handbook using the criteria from steps two and three. The adjunct faculty handbook and validated criteria were mailed to the three members of the summative

committee (November 28, 1996). This summative committee did not meet as a group but responded to the content and format of the handbook by mail on a form (see Appendix J) during the month of November, 1996.

Seventh, all comments and suggestions of the summative committee were analyzed and revisions were made as necessary (see Appendix K).

Assumptions

For this practicum, it was assumed that the literature for this project was complete and accurate. It was assumed that the formative and summative committees had the background and knowledge to assist in the development of this project. It was assumed that the members of the summative committee were able to validate the criteria accurately. It was further assumed that the result of the adjunct faculty handbook was valid for York County Technical College.

Limitations

It was a limitation of this practicum that this adjunct handbook was limited to the specific needs of York County Technical College adjunct faculty. It was a further limitation that adjunct handbooks can be extremely varied in content and format.

Chapter 4

RESULTS

This research study resulted in the development of an adjunct faculty handbook for York County Technical College. The results of the seven steps of the study were discussed in detail.

A review of the literature was conducted and three major areas were examined. The areas examined were (a) the importance of adjunct faculty, (b) handbook content, and (c) handbook format. Information from the literature review was used during the criteria and development phases of the study.

The criteria for an adjunct faculty handbook was established. The formative committee developed eight criteria for an adjunct faculty handbook. The formative committee first met on June 13, 1996 (see Appendix C) to discuss the purpose of the study, review the literature review, and to evaluate three models from other colleges handbooks for the basis of determining the criteria. The formative committee felt that the three models of adjunct handbooks provided the most complete information to use in the development of the criteria. From this meeting, seven tentative criteria was formulated.

The second meeting of the formative committee was held on June 20, 1996 (see Appendix D). The criteria from the previous meeting was reviewed and discussed. The following changes were made to the tentative proposal: (a) Item 1 was expanded to include topics of an EEO/AA statement, policies on harassment, alcohol and drugs, firearms, evaluation procedures, faculty

mailboxes, dress code, office hours, and staff development policies; (b) Item 2 was expanded to include a letter from the Assistant Dean of Continuing Education; (c) Items 3 and 4 were combined into one section of the handbook and expanded to include information on the attendance policy, class cancellation, and the use of guest speakers; (d) Item 5 was changed to move faculty evaluation process to Item 1 and the use of guest speakers was moved to Items 3 and 4; (e) Item 6 was expanded to include icebreaker and classroom activities, test construction, and alternatives for student evaluation; Item 7 was not changed; and an additional item was added as an overview of the contents of the handbook. This new Item 8 included section headings.

A summative committee was established to validate the criteria (see Appendix F). The summative committee did not meet as a group but did respond to the criteria by mail. The three members of the summative committee were mailed the proposed criteria (see Appendix H), the response form (see Appendix I), and a memo describing the duties of the summative committee (see Appendix G) on July 10, 1996. Table 1 describes the responses.

Table 1

Responses from Summative Committee Regarding Validation of Criteria

---

Question 1 - Content

Response 1 - The content is extremely detailed.

Response 2 - I can see how the topics covered in this handbook will be vital to the success of the college.

Response 3 - Excellent!

Question 2 - Format

Response 1 - I agree that a three-ring binder is most appropriate for this type of resource. Changes to its content will be constant.

Response 2 - It may be a bit more cumbersome to have a three-ring binder, but I think it is cost justified.

Response 3 - We are always changing or adding forms and policies and you will need to have that convenience with this handbook.

Question 3 - Improvements?

Response 1 - None. I can't wait to see the final product.

Response 2 - No response.

Response 3 - Great job! You and the committee should be commended.

The formative committee did not meet a third time but provided a great deal of feedback during the first draft of the handbook. This input was provided during the months of September

and October, 1996. The majority of the feedback were suggestions to improve readability of the handbook.

The second major duty of the summative committee was to validate the final product. The summative committee responded to the completed handbook on a validation form (see Appendix J).

The final step in the developmental process was to make any changes necessary as a result of the comments of the summative committee. The only change as reflected by the summative committee responses was to include tabs for each section of the adjunct handbook (see Appendix K). This suggestion was planned by the formative committee, however, became evermore evident as a requirement for the handbook.

As a result of the seven steps of the developmental methodology, the appropriate and valid components for an adjunct faculty handbook to be used by adjunct faculty of York County Technical College was developed.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The purpose of this study was to develop an adjunct faculty handbook for York County Technical College to aid users in understanding campus practices and procedures. Furthermore, the handbook contains guidelines and clarifies expectations necessary to reduce confusion and frustration and increase communication between adjunct faculty and college administration.

Conclusions

In the successful development of this practicum an adjunct faculty handbook was developed. As a result of feedback from faculty and administration, it can be expected that this handbook will be a valuable resource to adjunct faculty.

It was concluded that two important benefits resulted from this practicum. The first benefit was the expectation of increased communication of policies, procedures and expectations between the adjunct faculty and the department leaders of YCTC. It was further concluded that this handbook will provide a better form of classroom management for inexperienced faculty and thus, increase the quality of education for the students of YCTC.

The educational process at YCTC should be improved from the development of an adjunct faculty handbook. This study created a handbook that would contribute to an increase in an instructors teaching effectiveness and help create a climate that contributes

to an instructors confidence in dealing with situations that might within or outside the classroom.

In summary, as a consequence of the literature review, and the involvement of the formative and summative committees, the primary conclusion suggested that a valid adjunct handbook was developed.

Implications

The implications were derived from each section of the conclusion. These implications were associated with the purpose and problem of this study as well as the conclusions.

It is expected that York County Technical College will now have the responsibility of implementation of the adjunct faculty handbook. The adjunct faculty at YCTC will now have an instrument to assist with communication of college policies and improved classroom management.

Recommendations

As a result of the development of this adjunct faculty handbook, YCTC should utilize this handbook for all adjunct faculty beginning in the Winter/Spring semester 1997. It was recommended that the Assistant Dean of Continuing Education be responsible for the dissemination of this handbook to all adjunct faculty of YCTC.

It was also recommended that this adjunct faculty handbook be utilized at the semester orientation program for adjunct faculty to YCTC. The Assistant Dean of Continuing Education was recommended to schedule time during the semester orientation

program to review the contents of the adjunct faculty handbook. It was further recommended that prior to each semester, revisions to the adjunct faculty handbook reflecting changes in College policies and procedures be made available to all adjunct faculty. The Assistant Dean of Continuing Education and Vice President/Academic Dean was recommended to update those pages in the adjunct handbook requiring additions and/or changes.

The final recommendation of this study was that a comprehensive evaluation of the adjunct faculty handbook be undertaken after the first year. Adjunct faculty of YCTC will evaluate and determine the success and effectiveness of the handbook. The Assistant Dean of Continuing Education will be responsible for developing and administering this comprehensive evaluation. Revisions to the content and/or format should be made by the Assistant Dean of Continuing Education at the end of this evaluation.

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APPENDIXES

Appendix A

Formative Committee Members

Members

N. H. This member of the criteria committee is the Department Chairperson of Hospitality and Culinary Arts. This member is also the faculty representative on the Maine Technical College System Faculty Senate.

P. O. This member of the criteria committee is an adjunct faculty member in the Department of Business. This member also served as an adjunct faculty member at two other local colleges.

C. C. This member of the criteria committee is an adjunct faculty member in the Department of Computer Applications. This member also served as an adjunct faculty member at three other regional colleges.

R. N. This member of the criteria committee is the Department Chairperson for English/Humanities at York County Technical College. This member's background in English was important in the editing stage.

Appendix B

Duties of the Formative Committee

Date: June 4, 1996

To: Formative Committee, C. C., N. H., R. N., P. O.

From: John Rainone

Re: Duties of Committee

Thank you for agreeing to serve on this formative committee for my doctoral program at Nova Southeastern University. I hope you will find this experience a rewarding one.

The duties of the formative committee will be two-fold: (1) to develop the evaluation tool that will be used to determine the quality and effectiveness of the adjunct faculty handbook; and (2) to ask as a sounding board for me during the actual development of the adjunct faculty handbook. The criteria and the final draft of the handbook will be "validated" and approved by a summative committee who consist of one internal administrator and two individuals from other institutions who can give expertise in working adjunct faculty.

As we discussed, our first meeting is scheduled for Thursday, June 13, 1996 at YCTC in Room 101 from 9:00-11:30 a.m.

I am available to speak with you by phone or in person, if necessary. I have enclosed my original proposal for this project for your review.

Again, thank you for your willingness to assist me with this endeavor.

Appendix C

Formative Committee, June 13, 1996

Minutes of Formative Committee Meeting on June 13, 1996

Three of the four members (P. O., N. H., & R. N.) of the formative committee met with Rainone on June 13, 1996, at York County Technical College in Wells, Maine. Rainone reviewed the purpose of the meeting, the Nova Southeastern University Ed.D. program and the need for an adjunct faculty handbook. It was agreed that the formative committee would help guide in the development of the handbook for York County Technical College.

The criteria were discussed by the committee. A summary of three models from other institutions (Rio Salado Community College, Trident Technical College, and Three Rivers Technical College) was reviewed along with the preliminary literature review used in the proposal process of the practicum.

From this information, criteria were discussed and presented. The following are the components:

(1) a chapter of the handbook will include information on hiring procedures, pay scales, and benefit information.
(2) the handbook will include a letter from the President and Vice President of the College.
(3) the handbook will include information on developing a course syllabus.
(4) the handbook will include policies on computer lab use, grading, class cancellation, and exams.
(5) information will be provided in the handbook on college contact names and numbers, emergency procedures, faculty evaluation process, use of guest speakers, and library services.
(6) the handbook will include information on teaching adult students.

(7) the adjunct faculty and the college would be best served if the handbook was designed in a three-ring binder format for opportunity to update information at no additional cost to the college.

Rainone reminded the committee that the final criteria developed by this committee would be mailed to the summative committee for validation purposes. Furthermore, the committee wanted to give the fourth member of this committee (C. C.) a chance to review the preliminary information developed during this meeting.

The committee agreed to meet on June 20, 1996 to finalize the criteria and components of the adjunct faculty handbook.

Appendix D

Formative Committee, June 20, 1996

Minutes of Formative Committee Meeting on June 20, 1996

All members (C. C., P. O., N. H., & R. N.) of the formative committee were present and met with Rainone on June 20, 1996, at York County Technical College in Wells, Maine. Rainone reviewed the purpose of the meeting.

The criteria from the previous meeting were reviewed and discussed. Committee members were pleased with the outcome of the first meeting (June 13). The objective of this meeting was to finalize the criteria and develop a list of topics to be included in the handbook.

From the discussion the committee agreed upon the following:

(1) the handbook should be divided into five (5) sections with section headings as general information, employment policies and procedures, a syllabus guide, materials for effective teaching and learning, and appendixes. The appendix section should include official college forms.

(2) the handbook should include a letter from the President, the Vice President/Academic Dean and Assistant Dean of Continuing Education.

(3) the handbook would serve best for adjunct faculty and the college in a three-ring binder format for opportunity to update information at no additional cost to the college.

Section 1:
- the role and duties of an adjunct faculty
- college history and mission
- college administration and staff
- college organizational charts
- the academic calendar
- information on copyright information

Section 2:
- an eeo/aa statement
- policies on harassment, alcohol and drugs, and firearms
- documentation requirements
- pay scales and pay periods
- contract information
- evaluation process
- faculty mailboxes
- dress code

- office hours
- staff development policies.

Section 3:
- syllabi format
- grading system and grade point values
- attendance policy
- final exams
- computer lab use
- class cancellation policy
- the use of guest speakers.

Section 4:
- teaching adult learners
- icebreaker activities
- classroom activities
- test construction
- alternatives for student evaluation.

Section 5:
- official college forms
- evaluation instruments
- course syllabus checklist
- emergency procedures
- newsletters
- sample pay contract
- attendance violation form

Rainone agreed to mail this criteria to the summative committee for validation purposes. This committee will meet formally, if necessary, when Rainone has developed a draft of the handbook.

Appendix E

Adjunct Faculty Handbook Criteria Review

CRITERIA	Rio Salado Community College	Trident Technical College	Three Rivers Community-Technical College
Academic Calendar		x	
Academic Freedom		x	
Academic Misconduct		x	
Address/Address Change	x	x	
Adjunct Faculty Roles and Expectations	x		x
Adult Learners	x		
Adverse Weather Policy		x	x
Affirmative Action	x		
Alcohol and Drug Use		x	
Alternatives to Exams	x		
Animals		x	
Bookstore		x	x
Change of Grades	x		
Changing Classrooms		x	
Children on Campus	x	x	
College Contacts	x	x	x
College Mission	x		x
College Phone Numbers	x	x	x
Compensation	x	x	x
Computer Center/Facilities		x	x

CRITERIA	Rio Salado Community College	Trident Technical College	Three Rivers Community-Technical College
Confidentiality of Student Information		x	
Copyright Information	x	x	
Department/College Orientation		x	
Developing a Course Syllabus	x	x	
Disciplinary Procedures	x		
Dress		x	
Drop/Add Policy		x	
Duplication Services	x	x	x
Eating, Drinking and Smoking Policy	x	x	
Emergency Procedures	x	x	x
Employment Contracts		x	x
Employment Documentation	x	x	x
Employment Policies	x	x	x
Evening Coordinators		x	
Exam Construction Methods	x		
Facilities and Housekeeping Guidelines	x	x	
Faculty Grievance Procedures		x	
Faculty ID's		x	
Faculty Staff Development Options	x		
Faculty Attendance/Absences		x	
Faculty Evaluation Process	x	x	x

CRITERIA	Rio Salado Community College	Trident Technical College	Three Rivers Community-Technical College
Final Exams	x	x	
Fire Drills		x	
Grading Policies	x	x	x
Guest Speakers	x	x	x
Icebreaker Activities	x		
Keeping Attendance	x	x	
Learning Resource Centers	x	x	x
Letters of Welcome from Administrator		x	
Library Services	x	x	x
Limitations on Employment	x	x	x
Mail Boxes		x	x
Media Services		x	x
News Media		x	
Office Hours		x	
Organizational Chart	x		
Parking		x	x
Pay Periods	x	x	x
Refund Policies	x		
Rosters	x	x	
Sample Parking Sticker Request			x
Sample Change of Grade Form		x	
Sample Drop/Add and Course Withdrawal Form	x	x	
Sample Attendance Forms	x		

CRITERIA	Rio Salado Community College	Trident Technical College	Three Rivers Community-Technical College
Sample Syllabus Format	x		x
Sample Faculty Instructional Contract	x		
Sample Student Evaluation Form	x	x	
Sample Administrative Evaluation Form	x	x	
Sample Job Application			x
Sample Desk Copy Request Form			x
Sample Library Acquisition Form			x
Secretarial Support			x
Sexual Harassment Policy	x	x	
Student Services	x	x	
Student Withdrawals		x	x
Student Learning/Physical Difficulties	x	x	x
Student Code		x	
Student Profile	x		x
Table of Contents	x	x	x
Teaching Load	x		x
Teaching Supplies	x	x	x
Teaching Techniques	x		
Textbooks/Desk Copy			x
Tips for First Class Meeting	x		

Appendix F

Summative Committee Members

Members

W. C. This member of the summative committee is the Dean of Students at York County Technical College. This member's has served as an adjunct faculty member and in administrative roles in colleges and universities.

R. B. This member of the summative committee is the Vice President of Academic Affairs at New Hampshire Community-Technical College. This member's brings over 20 years of teaching, evaluating and supervising faculty.

S. F. This member of the summative committee is the Dean of Continuing Education at Northern Maine Technical College. This member's primary responsibility is to hire and supervise part-time faculty for both credit and non-credit course offerings.

Appendix G

Duties of the Summative Committee

Date: July 10, 1996

To: Summative Committee, W. C., S. F., R. B.

From: John Rainone

Re: Duties of Committee

Thank you for agreeing to serve on this summative committee for my doctoral program at Nova Southeastern University. I hope you will find this experience a rewarding one.

The duties of the summative committee will be two-fold: (1) to validate the criteria developed by the formative committee for the adjunct faculty handbook; and (2) to certify that the adjunct faculty handbook meets the criteria that have previously been established. The criteria are the measuring devices you will use to determine if the adjunct faculty handbook is complete.

Please respond in writing using the enclosed form to me for the first part of the duties at this time (validation of the criteria). Once the final draft of the handbook is written you will be asked to write a second letter verifying its content.

I am available to speak with you by phone or in person, if necessary. I have enclosed my original proposal for this project for your review.

Again, thank you for your willingness to assist me with this endeavor.

Appendix H

Criteria

Criteria for the Development of an Adjunct Faculty Handbook for York County Technical College.

(1) the handbook should be divided into five (5) sections with section headings as general information, employment policies and procedures, a syllabus guide, materials for effective teaching and learning, and appendixes. The appendix section should include official college forms.

(2) the handbook should include a letter from the President, the Vice President/Academic Dean and Assistant Dean of Continuing Education.

(3) the handbook would serve best for adjunct faculty and the college in a three-ring binder format for opportunity to update information at no additional cost to the college.

Section 1:
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- pay scales and pay periods
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Section 4:
- teaching adult learners
- icebreaker activities
- classroom activities
- test construction
- alternatives for student evaluation.

Section 5:
- official college forms
- evaluation instruments
- course syllabus checklist
- emergency procedures
- newsletters
- sample pay contract
- attendance violation form

Appendix I

Summative Committee Criteria Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the criteria for the Adjunct Faculty Handbook for York County Technical College. Your participation in this process is greatly appreciated.

1. Please respond to the proposed content and scope of the adjunct faculty handbook.

_____

_____

_____

2. Please respond to the proposed format of the adjunct faculty handbook.

_____

_____

_____

3. Please suggest any improvements to the proposed criteria.

_____

_____

Name _____ Date _____

Thank you again for your participation.

Appendix J

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the Adjunct Faculty Handbook for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the handbook as it relates to the established and validated criteria.

2. Please respond to the format of the handbook as it relates to the established and validated criteria.

3. Please provide any additional comments regarding the adjunct faculty handbook.

Name _____ Date _____

Thank you again for your participation.

Appendix K

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the Adjunct Faculty Handbook for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the handbook as it relates to the established and validated criteria.

The content is excellent, all inclusive, and extremely helpful to adjunct instructors, especially those new to YCTC or to the teaching profession

2. Please respond to the format of the handbook as it relates to the established and validated criteria.

The format is convenient, as it provides easy access to specific items sought by the user, and is easy to read. However tabs for each section might provide quicker access.

3. Please provide any additional comments regarding the adjunct faculty handbook.

My one criticism of the package is one I'm not had to deal with at my institution and focuses on Co-

Name Roger L Berlinguette Date 12/5/96

Thank you again for your participation.

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the "Adjunct Faculty Observation" form. The choices available to the observer: Effective, Evident, Not Observed may not be helpful to that individual nor to the adjunct instructor as they attempt to create an honest evaluation. Perhaps you should consider a more meaningful list that provides degrees of effectiveness.

Overall, I think the package is excellent, and plan to "borrow" some of John's ideas. It is a package that I would be proud to present both adjunct and full-time faculty on our campus.

Good job.

Roger K. Bellinquette

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Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the Adjunct Faculty Handbook for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the handbook as it relates to the established and validated criteria.

The content represents a very comprehensive approach. The sections pertaining to adjunct facultys role and duties is very well done.

2. Please respond to the format of the handbook as it relates to the established and validated criteria.

The format mirrors the established criteria as is very appealing to the eye, as well as easily read.

3. Please provide any additional comments regarding the adjunct faculty handbook.

The components in the effective teachin and learning sections are most comprehensive and will be of great value to adjunct faculty members.

Name William H Cass Date 12-1-96

Thank you again for your participation.

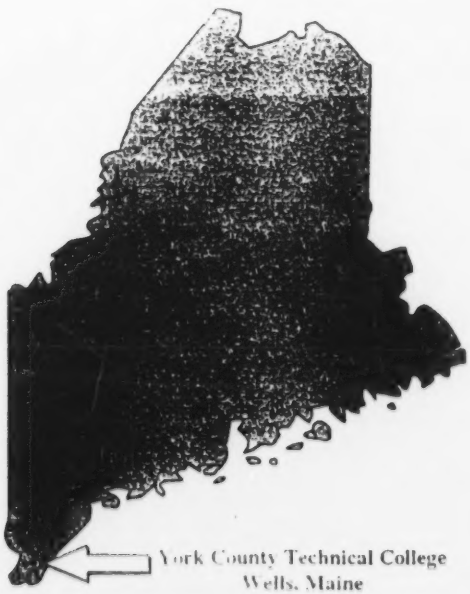
Appendix K

YCTC Adjunct Faculty Handbook

YCTC

YORK COUNTY TECHNICAL COLLEGE

Adjunct Faculty Handbook



YCTC
YORK COUNTY TECHNICAL COLLEGE
P.O. Box 529
Wells, ME 04090
Office (207) 646-9282
Fax (207) 646-9675

Dear Adjunct Faculty Member:

Welcome to York County Technical College!

Thank you for joining a group of educational professionals who are committed to developing a world-class technical college in York County. As a faculty member you will meet first hand the students we serve. Through our courses, degrees and certificates you will offer our students opportunities for their careers.

Please know that you are supported by a staff and administration that is here to make your work enjoyable and rewarding. If you have any questions or concerns, please feel free to contact our administrators or me. My door is always open to you.

Remember the threefold mission of the college:

- to serve students through degree and certificate programs
- to provide training for business and industry
- to participate in economic development initiatives for the county

Enjoy the students; make a difference in their lives and help make YCTC truly world class.

Sincerely,

Darrel W. Staat
President

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YCTC
YORK COUNTY TECHNICAL COLLEGE

P.O. Box 529
Wells, ME 04090

Office (207) 646-9282
Fax (207) 646-9675

Dear Adjunct Faculty Member:

It is a true pleasure to welcome you to the cadre of professional adjunct faculty at York County Technical College, especially during this inaugural semester of our recently founded institution. You are part of a dedicated academic team that will set standards for the future of education and training in York County. Your professional commitment as an instructor will contribute significantly to the quality of life of both the individuals in your classroom as well as the collective quality of life for the citizens of Southern Maine.

The Academic Affairs Team, composed of both faculty and administrative staff, has worked diligently to prepare this Adjunct Faculty Handbook to serve you throughout your experience in the classroom at YCTC. We invite you share with us any observations, suggestions, and/or comments that will help us improve the content and/or format of this document for those who follow in your footsteps.

With great enthusiasm and and respect for the contribution that you will make to our institution, again, we welcome you!

Sincerely,

Gary L. Rhodes, Ed.D.
Vice President/Academic Dean

John D. Rainone
Assistant Dean of
Continuing Education

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YCTC
York County Technical College

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Role of the Adjunct Faculty

The Adjunct Faculty at York County Technical College will play an important role in the development of the College and in the instructional process. Traditionally, the Adjunct Faculty is important to a college because of the professional expertise and on-the-job experiences they bring to the classroom. At York County, the Adjunct Faculty will be asked to make significant contributions to our curriculum by taking part in instructional initiatives, participating in Department meetings, and other committee meetings. Adjunct Faculty also provide important links to the community and have opened lines of communication between the college and area businesses, agencies, and organizations.

Duties of Adjunct Faculty

1. Provide a complete, quality syllabus with course outline at first class meeting.
2. Clearly state course expectations on syllabus and review at first class meeting.
3. Teach to the established competencies for the course.
4. Design appropriate instructional activities which are appropriate for the class situation and which accommodate different learning styles.
5. Return tests, quizzes and homework with feedback in a timely manner.
6. Utilize required textbook and instructional materials.
7. Utilize Adjunct Faculty Handbook as a resource.
8. Attend and participate in faculty and departmental meetings.
9. Meet deadlines for return of material such as rosters, syllabi, personnel file information, etc.
10. Dress appropriately for the specific classroom situation.

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YCTC
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York County Technical *College History*

York County Technical College (YCTC) was created when the 116th State Legislature appropriated dollars to fund "An Act to Establish York County Technical College" in spring 1994. YCTC became the seventh technical college of the state-wide Maine Technical College System (MTCS), which is a quasi-independent state agency operating under the governance of its own board of trustees. Legal authority for the existence and operation of York County Technical College appears in Public Law 707, April 15, 1994.

Mission

The basic mission of York County Technical College is to serve the citizens of York County by providing (1) education and training to individuals in occupational areas that lead to jobs and self-fulfillment for the individual student, (2) training to business and industry through a better trained work force, and (3) participation in economic development initiatives for the southern part of Maine, especially in York County.

The primary goal of YCTC is (1) to provide associate degree and certificate programs serving the needs of the individual students; (2) to serve business and industry training needs by creating an educated, skilled and adaptable labor force; and (3) to promote regional economic development.

YCTC
York County Technical College

The Campus

Fall 1995. York County Technical College will be renting the Conference Center at the complex known as Village By The Sea located on Route 1 in Wells, Maine. The College is easily accessible from Route 1, Route 109, and the Maine Turnpike, Exit 2. The complex is handicapped accessible. All classes will be held on the first floor of the building. The second floor will hold the administrative offices of the College. There is plenty of on-site parking.

Fall 1997. York County Technical College will have constructed a two-story, 51,000 square foot building on an 84-acre parcel of land located off Chapel Road (formerly Lower Bragdon Road) in Wells, Maine. The campus will be easily accessible from Route 1, Route 109, and the Maine Turnpike, Exit 2.

Administration and Staff

President's Office

Darrel W. Staat	President
Linda B. Servello	Administrative Assistant
Jeanne Peterson	Information Systems Administrator

Academic Affairs

Gary L. Rhodes	Vice President/Academic Dean
John J. Rainone	Assistant Dean of Continuing Education
Rosanne Chessie	Secretary to Vice President/Academic Dean
Susan C. Cassidy	Department Chair, Business Department
Lynn Gurnett	Department Chair, CADD/Computer Technology Department
Norman J. Hebert	Department Chair, Hospitality Management Department
Dianne Fallon	Department Chair, English/Humanities Department
Jacqui VanHam	Maine Career Advantage Workplace Regional Coordinator
Victoria Renshaw	Maine Career Advantage Counselor
Rachel Newman	Secretary to CED/MCA

Student Services

Vacant	Dean of Students
Patricia A. O'Brien	Secretary
Martha H. Johnston	Director of Financial Aid/Registrar
Meredith Rowe	Records Clerk
Vacant	Director of Admissions
Julie C. Fornauf	Admissions Representative
Micah Engber	Admissions Representative
Danielle Sturgeon	Admissions Representative
Patricia A. Leonard	Receptionist
Kathy Schettino	Receptionist

Business Office

Katherine P. Mongue	Director of Finance
Vacant	Business Manager
Carol Chamberlin	Account Clerk
Rita Marie Lore	Account Clerk
Julie Ann Carlson	Account Clerk
Brenda Sanborn	Account Clerk

Development Office

Libby K. Rust	Director of Development
Kathy D. Baker	Secretary

YCTC
York County Technical College

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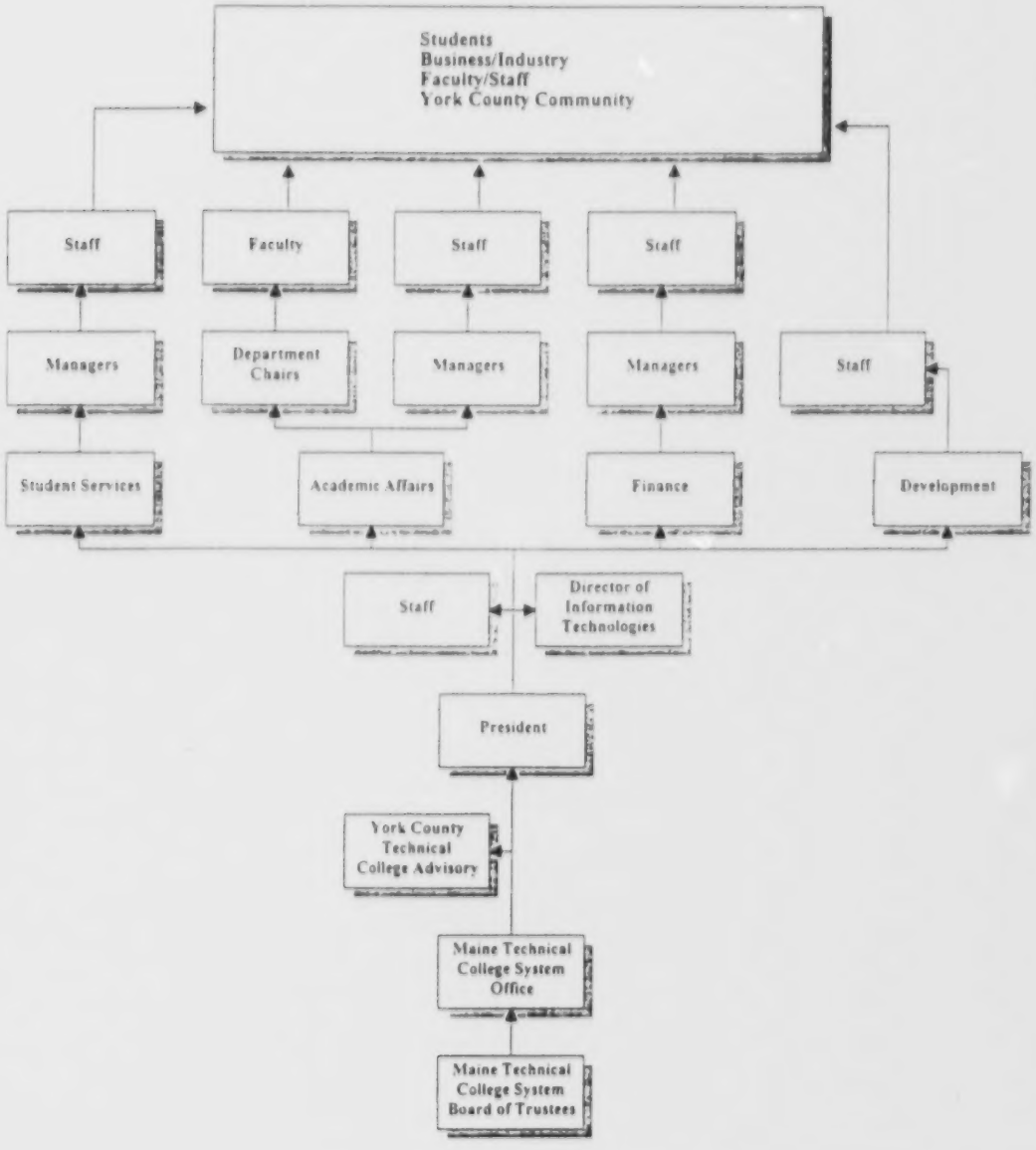
YCTC Institutional Organizational Chart



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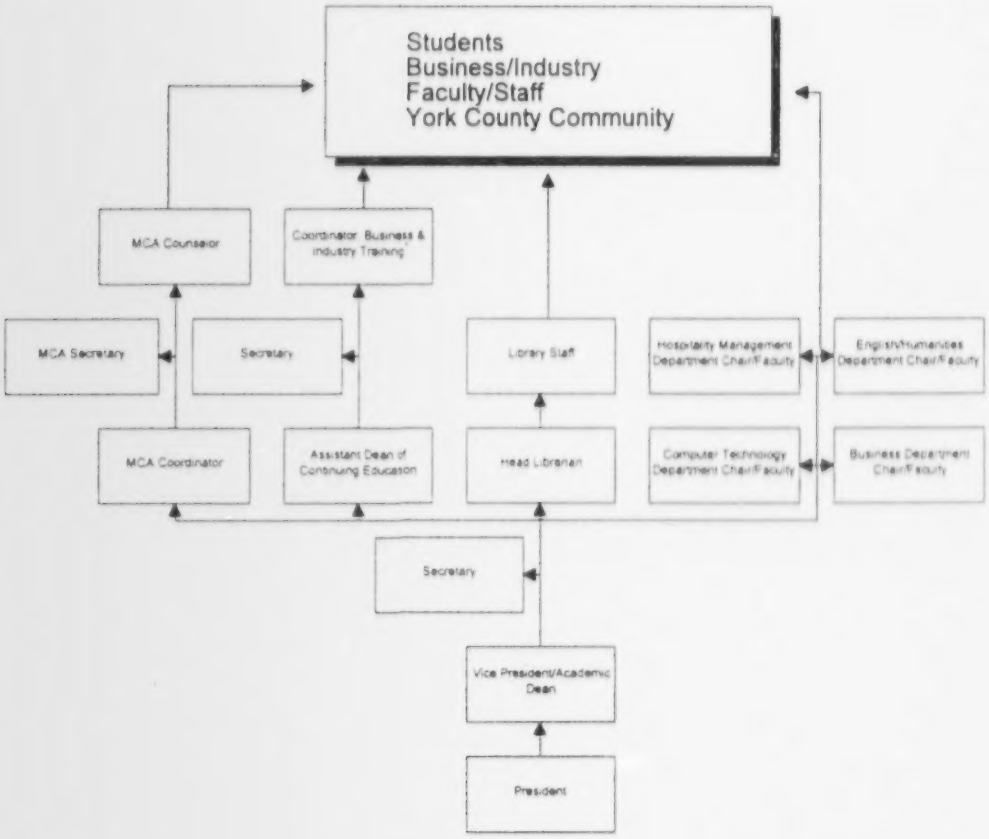
Academic Affairs



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Academic Calendar

Fall 1996 Semester

Fall Semester & 1st Evening Mini-Term Classes Begin	September 3
Columbus Day	October 14
Mid-Term - Evening Mini-Term Semester Classes End	October 25
2nd Evening Mini-Term Begins	October 28
Veterans' Day	November 11
Thanksgiving	November 28-30
Fall Semester & 2nd Evening Mini-Term Classes End	December 20
Semester Break Begins	December 21

Spring 1997 Semester

Spring Semester & 1st Evening Mini-Term Classes Begin	January 8
Holiday-Martin Luther King	January 20
Presidents' Day	February 17
Mid-Term - Evening Mini-Term Semester Classes End	March 7
Spring Vacation	March 10-15
2nd Evening Mini-Term Begins	March 17
Patriot's Day	April 14
Spring Semester & 2nd Evening Mini-Term Classes End	May 16
Commencement	May 17

Evening Credit Classes are regularly scheduled on a 7½ week cycle.

Summer Schedule to be announced.

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York County Technical College

Copyright Information

Fair Use Guidelines

Certain photocopying of copyrighted works for educational purposes may take place without the permission of the copyright owner. To reduce the risk of copyright infringement, the following guidelines should be used to determine whether or not permission should be sought prior to photocopying. (see sample letter that follows.)

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book.

B. An article from a periodical or newspaper;

C. A short story, short essay, or short poem, whether or not from a collective work;

D. A chart, graph, diagram, drawing, cartoon, or picture from book, periodical, or newspaper.

II. Multiple Copies for Classroom Use

A. The copying meets the tests of brevity and spontaneity as defined below; **and**

B. Meets the cumulative effect test as defined below; **and**

C. Each copy includes a notice of copyright.

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York County Technical College

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Definitions
Brevity
Poetry:

a) a complete poem if less than 250 words and if printed on not more than two pages, **or**
b) from a longer poem, an excerpt of not more than 250 words.

Prose:

a) either a complete article, story or essay of less than 2500 words, or
b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event, a minimum of 500 words. (Each of the numerical limits stated above may be expanded to permit the completion of an unfinished line of a poem or an unfinished line of a poem or an unfinished prose paragraph.)

Illustration:
One chart, graph, drawing, cartoon or picture per book or per periodical issue.

Special Works
Certain works in poetry, prose, or in "poetic prose" which are intended sometimes for children and at other times for a more general audience and fall short of 2,500 words in their entirety. However, an excerpt comprising not more than two of the published pages of such "Special Work" and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity
The copying is done at the instance and inspiration of the individual teacher. In addition, the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission. When in doubt, ask permission.

(Source: Northern Arizona University Library brochure)

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Cumulative Effect
The copying of the material is for only one course in the school in which the copies are made. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

There shall be no more than nine instances of such multiple copying for one course during one class term.

These limitations shall not apply to current news periodicals and newspapers or current news sections of other periodicals.

III. Prohibitions

Copying shall not be used to create, replace or substitute for anthologies, compilations, or collective works regardless or whether or not copies or excerpts of various works are distributed as a whole or in separate parts.

There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

Copying shall not:
a) Substitute for the purchase of books, publishers' reprints or periodicals;
b) be directed by higher authority; or) be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

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York County Technical College

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(Date)

Material Permissions Department
Any Book Company
100 South Avenue
New York, NY 00099

Dear Rights Editor:

I would like permission to copy the following for use in my class (class name) during the _____ semester. (semester and year).

Title:	Scholarly information, third edition
Author:	Doe, John
Copyright:	Any book company, 1986

Materials to be duplicated: (exact page numbers, and approximate number of words. Enclose a photocopy)

Number of copies: (state the number your require for your class).

Distribution: The materials will be distributed to registered students attending class.

Type of reprint: photocopy

Use: The material will be used as supplementary teaching materials.

I have enclosed a self-addressed, stamped envelope for your convenience in replying to this request.

Sincerely,

This sample letter how a request for permission to copy could be formulated.

YCTC
York County Technical College

Employment Policies

York County Technical College has identified those policies which are the most important for you as an employee of the College. If you need further clarification concerning these policies, please contact the Division of Academic Affairs.

Equal Opportunity Declaration

York County Technical College is an equal opportunity institution and complies with the requirements of Title IX of the Higher Education Act of 1972 and Section 504 Legislation and its implementing regulations. Discrimination on the basis of age; race; color; national origin or status; ethnic origin; gender; handicap; sexual orientation; religion; and marital, parental, or veterans status in the recruitment and admission of its students, in the administration of its educational policies and programs, and in the recruitment and employment of its instructional and non-instructional personnel is prohibited. Sexual harassment of either employees or students is a violation of state and federal laws. It is the policy of York County Technical College that no member of the College community may sexually harass another.

Inquiries concerning Title IX may be made to the Affirmative Action Office at York County Technical College, PO Box 529, Wells, ME 04090, (207) 646-9282; or to the U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Courthouse Building, Room 222, Boston, MA 02109-4557.

YCTC
York County Technical College

Harassment

York County Technical College endorses a policy that recognizes the dignity and the right of individuals to work, learn, play and live in an environment that is free of harassment. Harassment refers to any words, gestures, and actions that tend to annoy, alarm and abuse another person.

Sexual harassment includes any unwelcome sexual attention. It is unusually repeated behavior but could be one serious incident. Sexual harassment may be blatant, as in:

- deliberate touching, pinching, caressing;
- attempts to fondle or kiss;
- pressure for dates or sex; or
- requests for sex in exchange for grades or promotions.

Sexual harassment may be more subtle like staring, sexual jokes, teasing, sexual demeaning remarks, starting or participating in rumors of a sexual nature, and using terms of familiarity (honey, dear, sweetie, etc.). Although such forms of harassment may be unintentional, words and behaviors are harassing if they are heard and seen as such by others.

Sexual harassment usually occurs in situations in which one person has power over another; however, it can also occur between equals. Both men and women can be sexually harassed. Sexual harassment can also occur between members of the same sex.

Sexual harassment is a form of sex discrimination that is illegal under federal and state law.

YCTC
York County Technical College

Alcohol And Drug Policy

York County Technical College accepts responsibility for adhering to state and local laws concerning the use and/or possession of alcoholic beverages and seeks to ensure the safety, health, and welfare of the members of the York County Technical College community. The college also recognizes the function of the State Alcohol Beverage Control Commission/State Liquor Inspectors and will cooperate with them in the discharge of their duties.

The Alcohol and Drug Policy comprises of two parts. The first part outlines actual State laws concerning alcohol and controlled substances with which all members of the York County Technical College community should be familiar. The second part of the Alcohol and Drug Policy are rules governing the use and possession of alcohol and drugs at York County Technical College.

York County Technical College Rules Governing the Use and Possession of Alcoholic Beverages and Controlled Substances

1. Possession and/or consumption of alcoholic beverages on the campus is not permitted except by special permission from the President and only by people of legal drinking age. This applies to any and all functions open to the public such as entertainment, dances, athletic events, and any out-of-doors activities on any part of the campus.
2. Common source containers of alcohol such as kegs, beerballs, and punches are not permitted on campus.
3. Intoxication on the campus will not be tolerated. Any person who is observed to be "under the influence" will have disciplinary action taken against him/her.

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4. Due to the statistics concerning drinking and driving and due to the strict drunk driving law in the State of Maine, YCTC is committed to preventing intoxicated persons from driving. YCTC students, staff and faculty are encouraged to do everything possible to prevent an intoxicated person from driving.
5. Intoxication will not be accepted as a defense or as an excuse for disorderly conduct and/or damage to property on campus.
6. Alcohol consumption is considered a safety violation in trade and technical departments.
7. Those students who are having problems as a result of their use of alcohol and other drugs are offered services from the Office of Student Services in the form educational programs, individual or group counseling, or referral for formal treatment (if needed). The goal is to help students resolve the use of alcohol and other drugs that interfere with academic and personal progress at YCTC. However, participation in such programs does not free students from any sanctions that would normally be imposed. In addition, students who continue to violate the YCTC Alcohol and Drug Policy despite participation in these services face serious sanctions, including dismissal from college.
8. The York County Technical College administration has the right to inspect minors' bags or packages on campus that they suspect may contain alcohol and/or drugs.
9. No possession or consumption of controlled substances is permitted on campus in accordance with State Laws.

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Tobacco Use

York County Technical College wishes to provide a healthy, comfortable, and productive learning and working environment for its students, faculty, and staff.

In light of the findings by the United States Surgeon General, in The Health Effects of Involuntary Smoking, all smoking and tobacco chewing in the YCTC building and on its grounds are prohibited.

Firearms and Weapons

York County Technical College does not permit weapons, firearms and/or ammunition, or any other explosives in its campus building or on the campus grounds. Shooting guns or other firearms or the use of other forms of weapons is not permitted on campus.

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Limitations of Employment

Length of Employment

You are hired on a one-semester only basis. Your teaching assignment depends on sufficient enrollment and the administrative decision to continue that class. The class may be canceled by the end of registration or by the end of the Drop/Add period if student enrollment is too low. In such cases, your teaching assignment will be canceled; however, you will be paid for any classes held prior to cancellation.

Teaching Load

The maximum academic teaching load for adjunct faculty is 9.0 contact hours per semester.

The maximum of 9.0 contact hours per semester includes:
Credit Courses
Co-Op Coordination

Does not include:
Coaching
Accompanists Assignments
Chairperson Assignments
Non-Credit (Community service, Interest Courses)
Tutoring
Other Non-Classroom Activity
Substitute Teaching

This teaching load policy may be waived by the Vice President/Academic Dean.

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Documentation

Your faculty file **must** be complete before you begin teaching. This file includes:

1. An updated resume with references.
2. Copies of transcripts from all postsecondary school or college (unofficial are acceptable).
3. An I-9 Form certifying identity and eligibility to work in the United States.
4. A completed W-4 Tax Form.
5. An authorization form allowing us to either mail your paycheck or be available for pickup.
6. An official York County Technical College *Adjunct Faculty Application*.

Employment Benefits

Adjunct faculty teaching for York County Technical College are appointed to teach on a course by course contract basis which terminates at the end of each scheduled course. There is no guarantee of being assigned to teach in any subsequent semester. The appointment of adjunct faculty to the Adjunct Faculty Pay Schedule is based upon the criteria provided in this document, and the number of teaching credits is cumulative for purposes of placement to a Step 1, 2, 3, 4, or 5 within the appointment level.

Appointment Level Criteria: The following criteria are used to determine the assignment of an adjunct faculty member to a specific appointment level:

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Level I:
a. Ten (10) years of related experience,
or
b. Associate Degree plus five (5) years of experience,
or
c. Bachelor's Degree in a related field.

Level II:
a. Ten (10) years of related experience plus five (5) years related teaching experience,
or
b. Associate Degree plus five (5) years of experience plus five (5) years related teaching experience,
or
c. Bachelor's Degree plus five (5) years related teaching experience,
or
d. Master's Degree in the teaching field plus three (3) years related teaching experience.

Level III:
a. Ten (10) years of related experience plus five (5) years related teaching experience plus 30 graduate/undergraduate credits (or equivalent),
or
b. Associate Degree plus five (5) years of experience plus five (5) years related teaching experience plus 30 graduate/undergraduate credits (or equivalent)
or
c. Bachelor's Degree plus five (5) years related teaching experience plus 30 graduate/ undergraduate credits (or equivalent),
or
d. Master's Degree in the teaching field plus three (6) years related teaching experience.

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Adjunct Faculty Pay Schedule

Appointment Level	STEP 1 1-12 Credits	STEP 2 13-24 Credits	STEP 3 25-36 Credits	STEP 4 37-48 Credits	STEP5 49+ Credits
	(Hourly/Period Rate)				
Level I	20.00/300.00	21.00/315.00	22.00/330.00	23.00/345.00	24.00/360.00
Level II	23.00/345.00	24.00/360.00	25.00/375.00	26.00/390.00	27.00/405.00
Level III	26.00/390.00	27.00/405.00	28.00/420.00	29.00/435.00	30.00/450.00

Credit Courses: Adjunct faculty teaching in credit courses are paid at a pay rate established by a combination of (1) the appointment level determined by credentials and experience and (2) the total number of accumulated credits taught by that adjunct faculty member with York County Technical College.

A **period** is equivalent to 15 contact hours of instruction during a semester. A course may have three weekly periods assigned to it although it may be a 2.0 credit hour course. For example, Microcomputer Accounting has 2 semester credit hours defined as 1 period of lecture class and two periods of laboratory class for a total of 3 periods. The faculty would be compensated 3 times the base rate. An instructor at a Level II, Step 1 would be compensated at $1,035 for the Microcomputer course (15 x 3 x $23.00 = $1,035.00).

Non-Credit Courses: Non-credit courses offered through CED utilized the same appointment level and pay schedule. A computer workshop meeting for 9 contact hours would pay an instructor 9/15th period at the appropriate level and step. For example, a Level II, Step 1 would equate to $207.00 (9 x $23.00 = $207.00). Exceptions to the Adjunct Faculty Pay Schedule for non-credit training may be allowed for medical doctors, attorneys, and/or highly specialized consultants and must be approved prior to contract approval by the Vice President.

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Appointment Letters

The Academic Affairs Division will send an Adjunct Faculty Appointment letter to all adjunct faculty who are confirmed to teach. The letter is for information purposes pending sufficient enrollment, and will be signed by your Department Chairperson. Please refer to a sample letter in Section 5.

Contracts

Contracts are generated near the beginning of each seme0-+ ster. and are based on information provided at that time. Those adjunct faculty members whose courses have been changed or added at the last minute may not receive a contract until after the semester begins. Some adjunct faculty may receive a contract for courses that are subsequently canceled; however, please remember that contracts are contingent on sufficient enrollment. When you receive your contract. please check it for accuracy, sign it. and return it to the Business Office within 5 days so that payment may be processed. If there is an error on your contract. please contact your Department Chairperson.

A sample contract is in Section 5.

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Faculty Evaluations

One of York County Technical College's goals is commitment to excellence in teaching and learning. To achieve and improve upon this level of high quality instruction, the adjunct faculty will be observed and evaluated on a regular basis.

The purposes of evaluating adjunct faculty at York County Technical College are:

1. To improve teaching performance.
2. To provide feedback to faculty regarding their instructional strengths and weaknesses.
3. To determine continued employment.
4. To provide support and assistance.

Classes taught by adjunct faculty will be observed each semester for the first two teaching semesters and as appropriate thereafter. These visits may either be scheduled or unannounced. Evaluations include observations of the class by the Department Chairperson and/or College Administrator, information from the course syllabus and conversations with the adjunct faculty. The adjunct faculty will have the opportunity to discuss the evaluation results with the Department Chairperson.

The evaluation process will be three-fold and will include: **(1) administrative observations, (2) student questionnaires, and (3) adjunct faculty self-evaluations.**

I. The **administrative observation** will provide an opportunity for an exchange of ideas and suggestions of teaching techniques between the instructor and the observer. The observer will be looking for five primany skill areas essential of effective teaching and learning: **preparation of learning, focus on topic, assessment and adjustment of learning, student content learning, and faculty content knowledge.**

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A. In the **preparation of learning** section, the observer will be looking for an introduction that "sets the stage" to help students focus attention on the lesson, to relate it to previous sessions, and to form a foundation for new information.

B. The next area, **focus on topic,** deals with how an adjunct faculty communicates his/her lesson objectives. Clearly explained and measurable objectives help both the faculty member and the students stay on track. The observer is looking for evidence of behavioral objectives, a variety of teacher actions, and relevancy of those objectives.

C. **Assessment and adjustment of learning** will help assure that the faculty member checks for learning for each student. The observer will look for frequent assessment techniques other than quizzes, tests and homework and that adjustments have been made in "teacher actions" when assessments indicate students are not learning.

D. In the **student content learning** sections, the observer will look for active student participation, summarizing class material and pertinent points by students (a form of critical thinking), and having the students relate what is learned to their own personal experiences.

E. **Faculty content knowledge** is observed when the subject matter is presented confidently and accurately. The breadth and depth of the subject matter by the faculty member is demonstrated in comprehensive explanations/presentations.

A conference time will be set to discuss the observation with the adjunct faculty and the Department Chairperson. The Department Chairperson will talk about his/her comments and the adjunct faculty may also wish to add their own comments.

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II. At the time an observation is scheduled, the adjunct faculty member will be asked to complete a self-assessment instrument which will allow the faculty member to critique his/her teaching methods. This self-assessment will also be discussed at the scheduled conference time with the observer.

III. The last area of the evaluation process is the student questionnaire. This questionnaire also will help the faculty member identify strengths and weaknesses and areas for improving instruction, the course and/or the textbook. It will also provide input on the services and resources of York County Technical College.

A copy of each of the Evaluation Forms discussed are located in Section 5.

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Faculty Mailboxes

Mailboxes for adjunct faculty are located on the second floor outside the Department Chairperson's Office. Important information will be placed in your mailbox by your Department Chairperson and others so check the contents before each class.

Office/Classroom Supplies/ Equipment

You can obtain office and classroom supplies by filling out a Requisition Form and leaving with your Department Chairperson. Please allow five-seven days to fill the request. You may not be able to be reimbursed for supplies you purchase on your own. So, please plan ahead.

Textbooks

Copies of a textbook for the course which you are teaching will be provided. All requests for desk copies MUST be placed through your Department Chairperson. Many publishers are now charging colleges for textbooks not returned by a certain date. Your Department Chairperson should also know if the current textbook offers supplemental materials such as, testbanks and transparencies.

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Pay Periods

Adjunct Faculty are paid every month throughout the semester. Paychecks may be either mailed or picked-up between 8:00 a.m. and 6:00 p.m., Monday through Friday, and 8:00 a.m. to 5:00 p.m. on Fridays. Final paychecks will be held until grades have been turned in to the College Registrar.

Address/Address Changes

It is vital that you submit any change of address immediately to the Business Office so the change can be made in the Payroll Department.

Faculty Absences

If you must miss a class session, the following procedure has been developed:

1. Contact your Department Chairperson immediately.

2. If you foreknow the need for an absence, then you have the option of either (a) securing full agreement from **all** of your students to makeup the class at a different arranged time and location, or (b) notifying your Department Chairperson of the need to miss a class and in this event, he/she will identify a substitute instructor.

   Any renumeration assigned to the substitute faculty will be deducted from your payment for that course.

3. If you miss a class due to sudden illness or any other unexpected event, you then can arrange with your students a time and date to makeup the class or schedule a makeup activity approved by your Department Chairperson.

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Dress Code

York County Technical College does not have a formal dress code. However, adjunct faculty are expected to wear appropriate attire for each class session.

Office Hours

Adjunct Faculty are urged to make themselves available to students. Typically, adjunct faculty arrive early or remain after class to help students.

Changing Classrooms

If for any reasons you need to move your class to a different room, you will need to get approval from the Vice President/ Academic Dean or Evening Administrator. Some classrooms are reserved for groups and training contracts with businesses who use them at various times during the semester, so a room that looks empty may not, in fact, be available to you. Let the Academic Affairs Division know if there is a problem with your classroom and someone will arrange for a change, if necessary.

Children Accompanying Parents to Class

Children of students and employees should not be on campus unsupervised while parents are instructing or attending classes or are engaged in school functions. Children will not be allowed in classes or labs while they are in session.

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Adjunct Faculty Staff Development Policy

Adjunct Faculty of York County Technical College may participate in staff development opportunities by taking credit and/or non-credit courses and workshops at YCTC. The following outlines the policy:

1. Individuals must have taught (or currently be scheduled to teach) at least **one** credit-bearing course for YCTC.

2. Individuals may take either one credit course or one non-credit workshop for every credit course taught at YCTC.

3. Individuals will receive a waiver of tuition and fees for the cost of the course and/or workshop. Individuals are responsible for all course supplies and textbooks.

4. Individuals will be placed on a special Adjunct Faculty Course Request waiting list which will be maintained by the Vice President/Academic Dean. The Adjunct Faculty will be enrolled pending space availability in the course/workshop immediately before the class begins.

5. Adjunct Faculty will take such courses as an audit and will not receive a grade in the course.

6. Individuals will have one-year to enroll in a course/ workshop from the time of the last completion of teaching duties with YCTC.

7. Monitoring of this benefit will be the responsibility of the Vice President/Academic Dean and exceptions to the policy must be approved by the Department Chair and Vice President/Academic Dean.

8. This practice is effective beginning with the Fall, 1996 semester and there will be no grandfathering of prior classes taught.

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Developing Your Course Syllabus

Introduction

Of the materials you use during the course, the most essential is your course syllabus. Your course syllabus is actually a legal contract between you and your students. It is through your syllabus that classroom and college policies are made clear to your students. Consider this excerpt from Hollander, Young and Gerhring's article: "A Practical a Guide to Legal Issues Affecting College Teachers":

Contractual Relationship
Today, courts recognize that when a student pays tuition for a college education, a legal contract comes into being. The student has contracted for an education as advertised by the institution in its catalog and by its representatives. This contractual relationship implies a property interest which also triggers constitutional guarantees at public institutions.

Legal relationship between teacher and student
When a teacher is acting within the scope of his or her employment, a teacher generally is viewed as the agent of the institution. A teacher's acts, then, are considered to be the acts of the institution. Thus, a teacher's acts can form the basis for liability of the institution. For example, if a teacher of history refuses to follow the syllabus for a history course and insists on teaching more writing skills than history in the course, a dissatisfied student may sue the institution as well as the teacher for breach of contract of enrollment.

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Contractual Academic Requirements to Earn a Degree
Faculty members should provide students with a syllabus at the outset of a course and follow it within reason. Students should be told at the beginning of a course just what the policy is regarding such things as absences and tardiness. Faculty members also have an obligation to be well informed about the subject matter of the course, to be up to date to grade objectively and fairly, and to be reasonable in accommodating the emergencies in students' lives.

Grading
Faculty should inform students at the outset of a course about how grades will be calculated, i.e. what tests, papers, or other requirements will be used. Instructors may use both objective as well as subjective criteria in grading. However, students should be told of these criteria and how they will be weighted. Grades should be turned in by faculty in a timely fashion

Source:
Hollander, Patricia A., D. Parker Young and Donald D. Gehring. A Practical Guide to Legal Issues Affecting College Teachers. College Administration Publications, Inc., Asheville, NC 1985.

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Syllabi Format

The Syllabi should be divided into two segments, one which changes with each course and section and one which remains constant. The Department Chairs suggest that the content should include:

1. Variable from one course to another:

Header
- Course Subject-Number-Title
- Instructor
- Room
- Day(s)/Time
- Office Hours (The faculty is expected to be available for consultation with students weekly)
- Phone/E-mail address

Textbook(s)
Other Materials
Description (from the Official Course Outlines*)
Objectives (Mandatory; from the Official Course Outlines*)
(* you may staple the Official Course Outlines to the Syllabus)
Assignments and Dates, holidays, due dates
Grading Criteria
(What kind of work comprises an A, etc.)

2. Fixed/Policy/Boilerplate

Grading Scale (A = 95, A- = 92.5, etc., from the Adjunct Faculty Handbook)
Academic Ethics (from the Adjunct Faculty Handbook)
Attendance Policy (Class participation helps the grade rather than x cuts and out; from the Adjunct Faculty Handbook)

B. Format

The syllabus should be a computer printout or typed.

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Attendance, Absences

Class attendance is the student's responsibility. Faculty are required to take regular attendance at all classes. **Weekly attendance forms are provided by the College Registrar and must be turned in to her office at the end of each class week.** Students may be disqualified from credit and class attendance when their unexcused absences exceed by one the total class meetings for one week.

Examples of Policy Violations:

1. Six absences from a course that meets five times a week.
2. Five absences from a lab course that meets four half-days per week.
3. Three absences from a class that meets twice a week.
4. Three times being late equals one absence.

Procedure:

1. Instructors will keep an attendance record on each student.

2. If a student is in violation of the policy, the instructor will complete the Student Attendance Violation Report and give it to the student. The instructor will forward a copy to the Vice President/Academic Dean.

3. Dismissal from the course may be given by the faculty member after one written warning is given. Students being dismissed for non-attendance will receive a WF until mid-semester. Following mid-semester, dismissal for non-attendance will be recorded as an F. The only appeal available to the student concerning course dis missal will be through the Vice President/Academic Dean. During the appeal process, the student will be permitted to attend class.

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Grading System

Semester grades indicate levels of achievement and appear as letters with plus or minus options. Letter grades represent the following categories.

A **Excellent**

B **Good**

C **Satisfactory**, successful and respectable meeting of the course objectives.

D **Unsatisfactory** passing grade.

F **Failure** to meet course objectives or unsatisfactory completion of an ungraded course.

P **Satisfactory completion** of an ungraded course--no value in computation of grade point average (G.P.A.), but credit hours applicable toward graduation requirements.

AU **Audit**

AF **Withdrawal/Failure**. Dropped from a course for reasons other than poor grade performance. Designation equals the grade of F and is computed as such in the G.P.A.

W **Withdrawal**. Withdrawal from a course from the end of add/drop (10% of course) to the midpoint (50%) of the length of the course for reasons of health or other extenuating circumstances. No value assigned, nor is it used in computing the G.P.A.

I **Incomplete**. Grade given at the discretion of the instructor and with the approval of the Vice President/ Academic Dean if students, because of exceptional circumstances beyond their control, fail to complete course work within the prescribed time frame but agree to a contract to complete unfinished work within a defined timeline.

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Grade Point Average

Letter grades equal the following average values and quality points:

Grades	Equivalent	Quality Points
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-73	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	0-59	0.00

Final Exams

Adjunct faculty should schedule final exams for your courses during the final week of scheduled classes. No formal exam periods are scheduled. Since exam periods may extend beyond the usual meeting time for the course, you should plan to give your exam in two or three different parts, depending on the number of class meetings.

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Confidentiality of Student Information

Faculty and staff need to be careful to protect the confidentiality of information concerning student records, progress, grades, behavior, etc.

The following guidelines should help you avoid unintentionally violating that confidentiality:

- Do not post grades at all, including posting by full social security number, unless you have devised a method that eliminates the possibility of students identifying other students grades.
- Do not give out any information about a student over the phone to anyone even if you are convinced that the caller is the student in question.
- Do not leave graded student work where it can be seen by other students.
- Do not give information about students to parents or spouses.
- Do not discuss students with colleagues in areas where work-studies or other students can overhear you.
- Do not allow access to computer screens or other data with student information to persons unauthorized to view the information including work-study students.

Questions concerning the Confidentiality of Student Information and on the Confidentiality of Student Records, please contact the Dean of Students.

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Computer Lab Use

In order to assure the continued efficiency of our state-of-the-art computer labs and training rooms, the following guidelines have been established at York County Technical College.

If classes are being held in any of the computer labs or lecture rooms, please ask the instructor for permission to be in the room. A list of the times will be posted in each lab.

1. Absolutely **no food, drink, or gum** will be allowed at any time in the computer laboratory classrooms or in any lecture classroom in which instructional computers have been brought in for training and/or other purposes.
2. Avoid handling staples and paper clips at workstations.
3. Keep finger hands off the monitor screens.
4. No writing on tables or equipment.
5. Leave workstation area organized, clean, and neat—make sure that you have taken all personal belongings with you.
6. Print final copies only and with permission of instructor—always proofread, preview, spell check, and edit carefully.
7. No one is to load software onto the hard drive of any computer unless instructed by an instructor.
8. Data is to be saved to a data disk in drive A only.
9. Shut off computer after each session—each user should exit windows and log off appropriately. F:\logout OR F:\cd log in {enter} F:\Login>logout
10. To assure the safety of others walking in room, push in your chair when you leave it.
11. Persons who are not enrolled in courses at YCTC are not allowed in the computer lab.
12. Children are not allowed in computer lab.
13. Guests should register with the receptionist.
14. Problems should be reported to a YCTC employee immediately.
15. Students wishing tutorial assistance on computer applications should check with an instructor.

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Class Cancellation

Although it is the intent of the College to adhere to the academic calendars and other scheduling commitments, there are circumstances under which it is impractical or unsafe to do so. Common sense dictates that in extreme weather conditions the college must cease its normal operations.

There are three options available, one of which will be announced on FM stations WCDQ (92), WHYR (96), WOKQ (97.5), WPOR (101.9), and WQEZ (104.7) (radio stations), and on TV stations WCSH (Channel 6), WGME (Channel 13), and WMTW (Channel 8) before 6:30 a.m. for morning classes and before 3:00 p.m. for evening classes.

1. **Classes Delayed** - On occasion weather conditions may make travel difficult and slow. In such cases, delaying the start of on-campus activities will allow faculty, staff and students time to arrive safely.
2. **College Closed** - In extreme situations, the college may be closed to all activities except emergency operations.
3. **Evening Classes Canceled** - Evening classes and courses will be announced by radio prior to 3:00 p.m.

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Guest Speakers

YCTC encourages the use of limited outside resource speakers from business, industry, and the service occupations. However, funds are not available for paid speaking engagements so your guest speakers must be informed of that in advance of their presentation. Your Department Chairperson should be informed when you plan guest speakers in your class.

Guest speakers who may have potential commercial content in the financial interest of the speaker should be informed of the following:

1. The speaker shall not solicit business for personal gain in the classroom.
2. Materials concerning advertising, specific to the speaker's business or place of employment, shall not be distributed in the classroom.
3. The students shall be informed that any business transaction resulting from information gained from the guest speaker is the responsibility of the student, not the guest speaker, instructor or the college.

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Teaching Adult Learners

We know that good teaching does not just happen. It requires hard work, careful planning, breadth of knowledge and constant alertness to new developments. All of these qualities are essential, together with a genuine liking for people and a thorough understanding of adults, their needs, problems, concerns and differences. The good teacher is aware that:

Age is not necessarily an index to performance -- learning is continuous throughout life.

Adults may be more motivated to learn your subject than the younger students. They are in your class because they want to be there.

Adults seek to learn new things because they believe the information will be immediately useful to them. In other words, there is tendency to study what they want when they want it.

Adults prefer to focus on realistic problem solving and may be impatient with abstract problems or those useful only for instructional purposes. Their needs are best met by discussing the relevance of course work to the real world.

York County's instructional administrative staff is a most dedicated and conscientious group that is ready to assist you in providing quality educational experiences. If you need assistance, please contact your Department Chair.

In all learning situations there are individual differences, but with adults there is a greater disparity of age, education, cultural background and reasons for taking a course.

E.H. Coren, The Easy-To-Use Concise Teaching Handbook for Part-Time Non-Teachers.

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Adults as Learners

Teaching adults is a delightful and rewarding experience. They are frequently more highly motivated than younger students and set high standards of achievement for themselves. As a rule, adults will be more insistent on understanding the content and will expect clear and valuable explanations.

Although younger students may often grasp the material more quickly, they also tend to forget it sooner. Adult students can respond splendidly but more slowly. Their understanding may be deeper and retention greater. There is no problem with their ability to learn -- just the rate at which they learn.

Studies have shown that adult learners retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they do and say

This data has important implications for you as an instructor; the way you interact with students, structure your class sessions, and present information.

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The following information is designed to help you:
1) understand adults as learners and
2) to show you ways in which you can facilitate the learning process.

As learners, Adults...

- are more realistic and like to see theory applied to practical problems
- are impatient with long lectures,
- are accustomed to being treated as mature people,
- may be unsure of themselves and their abilities

So...

- Present material relevant to the course curriculum and use their knowledge and experience in the learning situation.
- Pace lectures and include a variety of media in making presentations.
- Don't talk down to them. They will resent being treated condescendingly.
- Give positive feedback and suggestions. Make communication a two-way street -- let them know their ideas are valuable.

> The growth of the human mind is still high adventure, in many ways the highest adventure on earth.
>
> - Norman Cousins

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A Profile of York County Students

York County Students:

- are extremely motivated and interested in content.
- underestimate their own capabilities.
- are there for the pure enjoyment of learning.
- want the one thing that will them find a better job.
- have diverse expectations.
- have their own stories and want to share them.
- take risks
- are enthusiastic
- are scared to death.
- appreciate when instructors go the extra mile.
- want their money's worth.
- are 18 to 90+ years old.
- have a tremendous need for that particular course.
- may come from a lot of other colleges.

Expect anything and everything! Be organized, flexible, prepared! Enjoy the spice of York County Technical College!

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Activities

Learning Activity
Time: 30 minutes
Supplies: None required.

This exercise would be good as a lead-in to a discussion of the students' attitudes toward learning. Ask the students to form groups of 3-4.

Have them introduce themselves to each other and discuss why they are taking the class.

Then, as a group, have them complete the following statements: (someone ion the group should record the group's answers).

Learning is...

Our most satisfying learning experiences seem to involve...

Give them 10-15 minutes to complete the exercise.

When they are finished, ask for their responses and write them on the board.

From the answers generated by the class, emphasize those which may relate particularly to your subject matter.

Ask the students how they might apply these attitudes toward learning to their studies for your course.

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Scavenger Hunt
Time: 30 minutes
Supplied: A copy of the scavenger list for each student.
A small prize optional

Each student is given a list of ten items (approx.) -- either tailored to the subject area or general. They follow the instructions on the list, searching for classmates, who meet the criteria. See the sample list below. The first one to find a student for each item wins.

Scavenger Hunt Instructions:
When you identify a classmate who meets one of the following criteria, write their name next to that item. You may use another student's name only once on your sheet.

Find someone in the class who...

- has been in a foreign country sometime in the past two years.
- owns an American-made car.
- jogs at least three time per week.
- does volunteer work.
- considers themselves a "chocoholic".
- plays Bridge.
- loves to cook.
- listens to 60's music.
- eats peanut butter and jelly sandwiches for breakfast.
- knows how to knit.

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Delivering the Content

The lecture method of instruction has been the mainstay in most college classes for many years. Recent studies show, however, that it is often the least effective for transmitting information -- as well as being terminally boring!

Although a certain amount of straight lecture is often essential for delivering content material, it is by no means the only way of doing so. When lecture is appropriate, however, following the guidelines below will help to ensure that it is effective:

- Present information in a rational, organized manner -- in small units -- one concept at a time.
- Move from the known to the unknown, thus giving students a point of reference.
- Summarize and review frequently.
- Pace the rate at which information is delivered.
- Move around the classroom -- don't sit on the desk or hide behind the lectern.
- Give students clear learning steps and sequence.
- Try not to speak constantly, but allow for short periods of silence to allow the students to digest ideas.
- Don't speak too rapidly or too slowly, and vary the tone of your voice.
- Use non-verbal cues to strengthen communication -- eye contact, facial expressions, gestures, posture, tone of voice.
- Use tasteful humor when appropriate.

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Alternatives to Lecturing

There are many alternatives to the lecture method which involve the students in the learning process and increase both their enthusiasm and enjoyment. Some of these include: films, games, small group discussion, recordings, puzzles and brainteasers, field trips and brainstorming sessions. Multi-sensory stimulation contributes to both comprehension and long-term retention.

You are encouraged, whenever it is appropriate, to explore other methods for delivering content -- to use active rather than passive learning techniques.

Another very important aspect of teaching is the use of good questioning techniques. For adult learners, the asking style of communication is more reasonable and consistent with their learning style. Whenever possible, be an asker -- not a teller.

I hear and I forget.
I see and I remember.
I do and I understand.

-Chinese Proverb

The questions you ask should be thought evoking and open-ended, such as:

What is your opinion of —?

How do you feel about —?

What is your experience with —?

Please tell us about...

A brief silence after asking a question results in a greater number of more thoughtful responses. A brief silence allows the students to process and integrate the information in order to formulate a good response to a well phased question. (Suggestion; After asking a question, silently count to 20 before helping the students with the answer).

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Test, Exam and other Four Letter Words

Ask yourself these questions before giving tests of exams:

- Is a test or exam the best way to evaluate learning in my class?
- If so, what kind of test would be most appropriate?
- Is it necessary that the test be "closed book" or is it equally valid to allow the students to use their notes, textbooks, etc.?

If you decide that an exam is appropriate to evaluate learning, then the following information can be useful. However, much of your students' test anxiety can be alleviated if they know that your exams will be fair, clear and well-constructed.

The Essential Steps of Test Construction

Step 1. Define the area to be tested, the scope and the purpose for the testing.

Step 2. Select the appropriate types of questions. Consider:
- The purpose for testing.
- The time limit for the test.
- The type of behavior to be measured.

Step 3. Write the question.

Step 4. Assemble the questions into an exam.

Step 5. Try out the questions and revise as necessary.

Step 6. Administer the questions into an exam.

Step 7. Analyze the results.

Step 8. Report the results to the students.

Step 9. Revise the exam as necessary.

Step 10. Make decisions regarding student understanding, course revision, lecture focus, etc....based on the results.

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Type of Questions

Multiple Choice: an item in which the student selects the best answer from among given alternatives.

Matching: items with lists of related words, concepts or symbols requiring the student to match each item in one list with the most closely related item in one list with the most closely related item in the second.

True/False: question consisting of a statement which students must identify as true or false, right or wrong or to which the response is "Yes or No".

Completion: questions requiring the student to supply one or more key words, symbols, or a short phrase to complete a statement or answer a question.

Essay: question in which the student is asked to describe, discuss, or explain some aspect of a topic.

If you want to test	Then use
Facts and information	Completion or multiple choice
Understanding	Matching, short answer or multiple choice
Application	Multiple choice or performance
Creativity, new ideas, organization abilities	Short answer or essay
Ability to perform a specific behavior	Performance
Knowledge of Associations	Matching

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Writing the Questions

The following pages are special guidelines for writing each type of question. Careful attention to the construction of each question will help to ensure the reliability of your exam and avoid ambiguity and confusion.

Multiple Choice:

- Use either a direct question or an incomplete statement.
- Use clear and simple language.
- There should be one and only one correct answer.
- Base each item on one central problem.
- Avoid negative statements. Capitalize or underline negative words if you use them.
- Place choices at the end of the incomplete statement.
- Avoid a pattern of correct answer positions. (i.e. all the correct answers being the same letter or number).

Matching:

- Keep the lists of premises and responses relatively short.
- Explain clearly in the directions the basis upon which items are to be matched and the procedure to be followed.
- Allow students to use an answer more than once or include three or more extra responses to discourage guessing.

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True-False:

- Avoid loosely worded or ambiguous statements.
- Base true-false items upon statements that are absolutely true or false, without qualifications or exceptions.
- Avoid double-barreled and multi-barreled statements that are partly true and partly false.
- About half the questions should true and half false.
- Avoid trick questions.
- Avoid "window dressing" that may confuse the student.

Completion:

- Do not require more than one or two completions to be made in a single question.
- Place the blanks at or near the end of the statement.
- Omit only key words, preferably nouns. Do not omit adverbs, pronouns, adjectives, verbs.
- Avoid ambiguous wording.

Essay:

- State the question in simple, direct wording.
- Design the essay to require students to organize, compare, describe or explain how.
- Develop a scoring key before the test is given.
- If multiple essay items are given, grade the same question on all exams instead of grading one student's entire examination at one time.

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Action words for Questions to Order the Thought Process

Remembering	Understanding	Thinking About
Identify	Prove	Interpret
Recall	Demonstrate	Translate
List	Order	Compare
	Explain	Formulate
	Classify	Plan
	Generalize	Judge
	Define	

Additional Materials

During the semester, you will be receiving additional information to include in this section.

Remember...

If you have any questions, contact your Department Chair for assistance.

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Grading for the Course: Alternatives to the Exam

The following are alternatives to the traditional exam. There are a great many wonderful ideas to choose from , and we hope you will be able to try something new when you develop your course next time!

- An informative article or essay
- Oral reports
- Students teach a segment of the class
- Oral exam (foreign languages)
- Factual debate on pertinent issues
- Skit and/or role play
- Portfolio
- Individual project
- Annotated bibliography of outside readings
- Written assignment based on film or video tape
- Performance of specified skill
- Development of video tape on specific topic
- Demonstration of skill/technique
- Case study
- Student-developed exam
- Take-home exams
- Book report
- Poster presentation
- Visual concepts presentation
- Report on current news/events in field
- Allow students to determine weight of items used to determine grade
- Field trip evaluation
- Cafeteria Style grading options - students select certain number of assignments from a variety of alternatives
- Weekly memo to instructor Cooperative learning
- Panel presentation
- Experiments/lab work
- Personal applications of class material
- Frequent small quizzes

Adjunct Faculty Handbook

EMERGENCY PROCEDURES CON'T	No.: 4.2 Issue Date: 9/18/95 Review Date: Page No.: 2 of 4

The receptionist will immediately make the following contacts:

1. Call for an ambulance.
2. Arrange for someone to meet the emergency crew and escort them to the ill or injured person.

As soon as possible, the receptionist will:

5. Notify the Dean of Students if the ill/injured person is a student.
6. Notify the department head or supervisor if ill/injured person is an employee.
7. Document the incident and the procedures.

It is recommended that a member of each department be trained in basic first aid techniques so that, should an emergency occur, temporary first aid can be applied until trained assistance arrives. DO NOT ATTEMPT TO AID THE ILL/INJURED PERSON UNLESS YOU ARE TRAINED IN EMERGENCY FIRST AID.

THERE IS A MEDICAL KIT FOR MINOR FIRST AID LOCATED AT THE RECEPTIONIST DESK AND THE WORK ROOM.

BUILDING EVACUATION:

The procedures outlined below are to be followed in case it becomes necessary to evacuate the building.

- Remain calm.
- Keep talking and confusion to a minimum.
- Walk, do not run to exits.
- Close all doors and turn off lights as you leave.
- Exit in an orderly fashion with no more than two people side by side. DO NOT JAM OR CROWD EXITS!
- Use the stairwells for evacuation.
- Assist any special-needs person if needed.
- Once outside the building, conduct a head count to make sure that no one remained inside.

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EMERGENCY PROCEDURES	No.: 4.2 Issue Date: 9/18/95 Review Date: Page No.: 1 of 4
Vice President/Academic Dean: G 2 Rhodes	Date: 9/26/95
President: David W. Hart	Date: 9/26/95

INTRODUCTION

Since immediate and effective action is critical in emergency situations, York County Technical College has developed these emergency procedures. We ask you to take a few moments to read and become familiar with them in order to reduce the likelihood of confusion or panic in an emergency situation.

Please keep the information readily accessible for referral in the event of an emergency.

MEDICAL EMERGENCIES:

If a serious injury or illness occurs to a student, staff member, or visitor, please do the following:

1. Contact the **receptionist**. The receptionist will call the following emergency phone number:

   Wells Police, Fire and Ambulance **646-9911**

   After 5pm, contact the **administrator in charge**. After that time, it becomes the responsibility of the person reporting the incident to notify the proper authority listed above.

2. Be prepared to give the following information:

   - the nature of the emergency
   - the location of the emergency
   - your name
   - the telephone number from which you are calling
   - the location where the emergency occurred.

3. Return immediately to the person ill or injured. NEVER LEAVE THE PERSON ALONE FOR LONGER THAN IS NECESSARY TO REPORT THE INCIDENT. If there is someone else available to stay with the injured/ill person, make yourself available to direct emergency personnel to the scene of the accident or illness.

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EMERGENCY PROCEDURES CON'T	No.: 4.2 Issue Date: 9/18/95 Review Date: Page No.: 3 of 4

Special health problems and needs (such as a "handicapped accessible" means of evacuation) need to be addressed in advance for students to the Dean of Students and for employees to the Director of Finance.

You will be notified by proper authorities when it is safe to return to your building.

Faculty must review the evacuation plan with all students at the beginning of each semester or course. Supervisors must inform all current employees of the evacuation plan.

FIRE EMERGENCIES:

Fire alarm pull stations are located throughout the building. When sounded, the building will be evacuated immediately in an orderly manner.

If you detect fire or smoke:

1. Activate the nearest fire alarm pull station.
2. Close any open doors to the affected area.
3. DO NOT attempt to fight the fire unless it appears to be containable and you are trained in the use of a portable fire extinguisher.
4. There are exit stairwells on each floor of the building designated by the EXIT signs. These stairwells should be used for evacuation. In order to prevent smoke from entering the stairwells, ALL DOORS MUST BE KEPT CLOSED.
5. Should you become caught in heavy smoke, crouch down below smoke levels, take short breaths through your nose, and crawl to the stairwell.
6. Be sure that any special-needs person is being assisted in leaving the building.

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EMERGENCY PROCEDURES CON'T	No.: 4.2 Issue Date: 9/18/95 Review Date: Page No.: 4 of 4

GENERAL INFORMATION ON FIRE EMERGENCIES:

Classroom teachers and staff supervisors will be in charge of evacuating their areas.

It is extremely IMPORTANT that each classroom or area have a designated area to meet outside the building so a head count may be taken.

It is IMPORTANT that the doors in the corridors be kept closed at all times. Do not prop them open: Should a fire occur, closed doors will prevent smoke and flames from spreading more rapidly.

POWER FAILURE:

In the event of a power failure, notify the Finance Office.

There is no need for evacuation of a building if a power failure occurs independently of any other emergency.

If a power failure is associated with a fire emergency, all procedures for evacuation of the building should be followed.

BOMB THREATS:

If a bomb threat is received over the telephone, try to keep the person on the line and ascertain the following:

- the time the bomb is suppose to explode
- the location of the bomb
- a physical description of the bomb
- physical characteristics of the caller, i.e., gender, age, or any noticeable speech patterns
- background, i.e., party noise, etc.

Pull the fire alarm and evacuate the building. Proceed to notify an administrator and meet police and/or fire department.

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Division of Academic Affairs

Course Syllabus Checklist

Directions to Adjunct Faculty - Please complete a new checklist for each course that you are teaching every semester, attach it to the front of your course syllabus, and turn it into the Department Chair before the start of your class.

_____
Course Prefix/Number/Title

Required Items

_____ Course Prefix, Number, & Title (e.g. ENG 101 - College Composition) & Section Number
_____ Course Description (as stated in Official Course Outline)
_____ Room location/building
_____ College logo at the top of the syllabus
_____ Semester/Year
_____ Day(s) and times class meets
_____ Instructor name/ Contact telephone number (or college number and/or E-mail)
_____ Textbook (required and optional)
_____ Other required materials/supplies
_____ Grading/Evaluation Criteria
_____ Attendance policy (from College Catalog)
_____ Official course objectives (as stated in Official Course Outline)
_____ Course assignments and due dates
_____

Optional Items (may include)

_____ Field trips
_____ Special assignment information
_____ Office hours
_____
_____

Submitted by:

_____ _____
Instructor Signature Date

I:GLR/DOCUMENT/SYLLABUS.DOC082796

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P.O. Box 529
Wells, Maine 04090-0529

Office (207) 646-9282
FAX (207) 646-9675

Adjunct Faculty Application Form

Directions: Please fill out the following section as completely as possible. To ensure your appropriate place on the wage schedule, it is important that the information be accurate and up to date. Please attach additional materials that may provide more complete information.

Personal Information **Position Applying for** _____

Last Name	First Name	MI	SS#
Street Address City, State, Zip		Work Phone	Home Phone
Member Maine State Retirement System? ____Yes ____No Worked for Maine Technical College System during past year? ____Yes____No		E-mail	

Education - List most recent degree first

College	Address	Degree Earned Date Major Minor
College	Address	Degree Earned Date Major Minor
College	Address	Degree Earned Date Major Minor
High School	Address	Diploma Earned

Employment Record - List all previous teaching assignments along with start and finish dates if applicable. If the space below does not provide enough space, please attach a separate page including the necessary information. List most current college teaching first. Subject area must be as complete and updated as possible. Previous employers may be contacted for a reference.

Name/Address/Telephone of Institution	Supervisor	Dates of Employment	Subject/Classes

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York County Technical College - Adjunct Faculty Application Form

Name/Address/Telephone of Institution	Supervisor	Dates of Employment	Subject/Classes

Technology Information - Please list ALL computer technology and software with which you are familiar and would be able to demonstrate your ability at an interview.

Computers	Software - Full Name and Version	Additional Technology

Areas of Expertise - Please list all courses that you would be able to teach. Please list a justification for being able to teach this course. Please attach an extra sheet if necessary.

Subject Area(s)	Justification: (State why you are capable of teaching this course)

References - Please attach a list of at least three people who can attest to your teaching ability in the areas for which this application has been completed. Include addresses, telephone numbers where they can be most readily contacted.

I hereby certify that the above information is correct and complete to the best of my knowledge. I also understand that references will be contacted.

Signature_____ Date _____

Official Office Use Only

Confirmed Credentials (Bachelors, Masters, Doctorate) _____ # Years of Related Experience _____

Adjunct Faculty Salary Scale Placement Recommendation: Level _____ $ Rate _____

Reviewed By _____ Date _____ Approved by _____ Date _____

Mail or deliver this application, current resume, and related materials to Adjunct Faculty Selection Committee, Division of Academic Affairs, York County Technical College, Box 529, Wells, ME 04090 (Located on Route 1 at the Village by the Sea Conference Center).

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Division of Academic Affairs

P O Box 529
Wells, Maine 04090-0529

Office (207) 646-9282
Fax (207) 646-9675

August 23, 1996

«Title» «FirstName» «LastName»
«Address1»
«City», «State» «PostalCode»

Dear «FirstName»:

As Department Chair of the (_____) Department, I am pleased to offer you an Adjunct Faculty teaching appointment at York County Technical College for the (Semester, Year). Please note that this appointment letter is not a contract and that sufficient enrollment must be attained before the class will be offered. It is also possible that this course could be assigned to full-time faculty person should there be a need to do so to maintain their minimum teaching load. Once the enrollment has been determined to be sufficient, a formal contract for the adjunct teaching position will be sent to you approximately one week after the start of classes.

In accepting this appointment, you agree to accept and abide by the College's employment policies, adjunct faculty guidelines as presented in the Adjunct Faculty Handbook, and rules and regulations of York County Technical College.

Part 1 - Teaching Appointment

Course Prefix/Number/Title	Credits/ Periods	Semester Term Length	Days	Times	Location/ Room
«Class»	«Credits»	«Semester»	«Days»	«Times»	«Location»

Part 2 - Assignment to Adjunct Faculty Pay Scale

Based upon the following information from your personnel file, you have been placed on the *Adjunct Faculty Pay Scale* as follows:

Years ofRelated Work Experience	Years of Teaching Experience	Educational Credentials	Level	Step	Hourly/Period Rate	Total Payment For Course
«YearsExp»	«YearsTeac»	«Credentials»	«Level»	«Step»	«Hourly»	«Total»

(Continued on back of this page)

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If you accept this teaching appointment, please sign the two letters and return one copy to me within the next five (5) work days. If the form is not received within five (5) days the course will be reassigned to another instructor. A contract will be prepared to expedite payroll once class enrollments have been confirmed.

In addition, I have included an *Official Course Outline & Objectives* for the course which you have been assigned to teach as well as information about the textbook assigned to the course. Please contact me within the next few days so that we may discuss your development of the course syllabus and other details related to your teaching appointment.

I look forward to working with you this semester, and would welcome any opportunity in which I, as Department Chair, might help your teaching experience at York County Technical College be more successful both for you and for your students.

Sincerely,

(Name), Department Chair
Name of Department

[Please sign and return one copy to me in the enclosed envelope.]

I agree to teach the course listed above and I understand and accept the terms and conditions of this appointment letter. I agree to abide by the employment policies of York County Technical College.

_____ _____

Signature of Adjunct Faculty Date

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Wells, Maine 04090-0529

Office (207) 646-9282
Fax (207) 985-2403

ADJUNCT FACULTY SELF-ASSESSMENT

Faculty Member _____

Course Title _____ Section Number _____

Number of Semesters Taught for YCTC_____ Number of Times Taught This Course_____

Please respond to the following questions, using additional pages if necessary.

1. How do you plan the content and learning objectives for each class session?

2. How do you implement your teaching plan for each class session? (e.g. methods of presentation, classroom activities, audio-visual aids, etc.)

3. How do you assess the effectiveness of your teaching and your students' learning? What methods do you use in each class session and during the semester to determine your students' level of understanding of course material? How do you adjust your teaching plan based on the assessment?

4. What circumstances/conditions affected your teaching of this class, either positively or negatively? (e.g. preparedness of your students, classroom facilities/equipment, the textbook, time/length of class meeting, etc.)

5. How do you keep yourself current, both in your field of study and in effective teaching and learning strategies? (e.g. professional meetings/workshops, trade journals, advanced degrees, etc.

Faculty Member's Signature _____ 115 _____ Date _____

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ADJUNCT FACULTY OBSERVATION

5 Skill Areas to Instruction

Faculty Member _____

Course Title _____ Section Number _____

Observation Date_____ Number of Students Present_____

A. Preparation of Learning
(Set the stage, Connected with previous learning, Bridged to session objectives)

____ Effective ____ Evident ____ Not Observed

B. Focus on Topic
(Establish lesson objectives, Maintained relevancy, Employed appropriate teacher actions)

____ Effective ____ Evident ____ Not Observed

C. Assessment and Adjustment of Learning
(Assessed for student learning, Adjusted to increase learning)

____ Effective ____ Evident ____ Not Observed

D. Student Content Learning
(Incorporated active participation, Engaged students in summary, Tied to lesson objectives)

____ Effective ____ Evident ____ Not Observed

E. Faculty Content Knowledge

____ Shows Breadth and Depth to Teach Competencies
____ Sufficient to Teach Competencies
____ Insufficient to Teach Competencies

Description of strengths and/or concerns

F. **Observation Summary**

G. **Faculty Member's Comments** (if desired)

Observer's Name (Please Print) _____

Observer's Signature _____ Date _____

Faculty Member's Signature _____ Date _____

(By signing this form you are only acknowledging receipt of this written evaluation, not that you either agree or disagree with its contents).

jjr9376&/evalform101895

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Office (207) 646-9282
Fax (207) 985-2403

STUDENT COURSE EVALUATION

Course Title:	Course #:
Instructor:	Semester:

Participant Evaluation: Your evaluation of the instructor and course is very important. York County Technical College wants to provide quality courses and programs, and your response will help us do that. We will review each evaluation so please consider each question carefully. Thank you for your assistance in helping us to make YCTC a better college. **Please place an "x" in the appropriate box.**

The instructor:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Made the goals and objectives for each class meeting clear.					
2. Focused lecture and class discussion on the topic					
3. Used class time efficiently and effectively.					
4. Took time to clarify the material if necessary.					
5. Used a variety of teaching techniques to present the material.					
6. Helped the students to summarize main points.					
7. Gave timely feedback on papers/exams or during activities.					
8. Used the syllabus as a guide during the course.					
9. Related the subject matter to the students' interests and experiences.					
10. Was well prepared to teach class.					
11. Gave students an opportunity to ask questions or share opinions.					
12. Used class time constructively.					
13. Reflected the course objectives through tests/exams.					
14. Seemed to enjoy teaching.					
15. Is enthusiastic about his/her subject.					
16. Stimulated thinking.					

The classroom for this course:

	Yes	No
1. Had enough seating for students.		
2. Provided a clear view of the instructor, board, and a-v equipment		
3. Provided a comfortable learning environment.		

Please see back for additional questions.

Overall reactions:

1. Overall this instructor was...
2. Overall this course was...

Excellent	Good	Average	Fair	Poor

Which one of the following best describes why you took this course? Choose only one.

Degree Requirement	Personal Interest	Transfer Course	Improve Job Skills

Did this course help you accomplish this?

Yes		No	

Which one of the following best describes why you chose York County Technical College for this course? Choose only one.

Quality of Instruction	Course Format	Course Availability	Convenience (Time, etc.)

The following services I received at YCTC were outstanding.

	Yes	No	Not Used
Registration			
Academic Advisement			
Financial Aid			
Counseling Services			
Business Office			

Overall Comments:

It is optional to sign this Student Evaluation Form although you are encouraged to do so. Thank you, again, for your assistance with this process.

Student Signature _____ Date _____

jjr0178/adjunct/studentev010296

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Division of Academic Affairs

P.O. Box 529
Wells, Maine 04090-0529

Office (207) 646-9282
Fax (207) 646-9675

Student Attendance Violation Report

DATE:

TO:

FROM: (Department Chair) _____
(Department Chair Signature)

CC: Vice President/Academic Dean
Dean of Students

SUBJECT: Student Attendance Violation Report

College policy states that *"Class attendance is the student's responsibility. Regular attendance and punctuality at all classes is expected. Students may be disqualified from credit and class attendance when their unexcused absences exceed by one the total class meetings for one week."*

Please be informed that the number of absences allowed for the following course has been exceeded. You have been absent ____ times from

Course Number/Title: _____.

College policy also stipulates that dismissal from the course may be given by the faculty member after one written warning is given. Students being dismissed for non-attendance will receive a grade of WF until mid-semester. Following mid-semester, dismissal for non-attendance will be recorded as an F.

IGLR/DOCUMENT/STUDATTD DOC022796

A CATEGORIZED "SHOPPING-LIST" OF VERBS USEFUL IN MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally
tell
underline

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

SYNTHESIS SKILLS

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systemize

GENERAL APPLICATIONS

Arts and Crafts:

assemble
blend
brush
build
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold
form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
paint
paste
pat
position
pour
press
procedure
roll
rub
sand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

Drama:

act
clase
correct
cross
direct
display
emit
enter
exit
express
leave
move
pantomime
pass
perform
proceed
respond
show
start
turn

Language:

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:

add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

Music:

blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sing
strum
tap
whistle

Physical:

arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hit
hop
jump
kick
knock
lift
march
perform
pitch
run
score
skate
ski
skip
somersault
stand
stretch
strike
swim
swing
throw
toss

Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

Social:

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guess
help
inform
interact
invite
join
laugh
lend
meet
offer
participate
permit
praise
react
relate
serve
share
smile
supply
talk
thank
volunteer
vote

FOR YOUR OWN ENTRIES

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100 IDEAS FOR YOUR FIRST THREE WEEKS OF CLASS

100 Things You Can Do in the First Three Weeks of Class

Beginnings are important. Students decide very early—some say the first day of class—whether they will like the course, its contents, the teacher and their fellow students.

The following list of ideas is offered in the spirit of starting off right. It is a catalog of faculty-suggested strategies for college teachers who are looking for fresh ways of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go, most of us can usually make adjustments in teaching methods as the course unfolds and the characteristics of students become known.

Helping Students Make Transitions

1. Hit the ground running on the first day of class with substantial content.
2. Take attendance: use a roll call, clipboard, sign-in or seating chart.
3. Introduce yourself by slide, videotape, short presentation or self-holography.
4. Hand out an informative, attractive and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time the lab meets.
7. Call attention (written and oral) to good learning habits: completing assignments on time, previewing scheduled topics, regularly reviewing material covered and full use of lab time with regard for safety.
8. Give a learning style inventory to help students find out about themselves.
9. Refer students who need help with basic skills to a counselor.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and practice exercises.
12. Explain how to study for the kinds of tests you give.
13. Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading and general decorum. Then, maintain them. Announce how students may contact you.
15. Show students how to handle learning in large classes and impersonal situations.
16. Give sample test questions and provide answers.
17. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
18. Seek out a different student each session and get to know something about him or her.
19. Find out about students' jobs: if they are working, how many hours a week and what kinds of jobs they hold.

Directing Students' Attention

20. Greet students at the door when they enter the classroom.
21. Start the class on time.
22. Make a grand stage entrance to hush a large class and gain attention.
23. Give a pretest on day's topic.
24. Start the lecture with a puzzle, question, paradox, picture or cartoon on slide or transparency to focus on the day's topic.
25. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
26. Have students write down what they think the important issues or key points of the day's lecture will be.
27. Ask the person who is reading the student newspaper what's in the news today.

Challenging the Students

28. Have students write out their expectations for the course and their own goals for learning.
29. Use variety in methods of presentation at every class meeting.
30. Stage a figurative "coffee break" about 20 minutes into the hour: tell an anecdote, invite students to put down pens and pencils, refer to an event or shift media.
31. Incorporate community resources: plays, concerts, the state fair, governmental agencies, businesses and the outdoors.
32. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate the ending, hand out a viewing or critique sheet, play and replay parts.
33. Share your philosophy of teaching with your students.
34. Form a student panel to present alternative views of the same concept.
35. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during discussion.
36. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences, etc.
37. Tell about your current professional interests and how you got there from your own beginnings in the discipline.
38. Conduct a role play to make a point or to lay out issues.
39. Let your students assume the role of a professional in the discipline: biologist, philosopher, literary critic, engineer, political scientist.
40. Conduct idea-generating or brainstorming sessions to expand horizons.
41. Give students two passages of material containing alternative views to compare and contrast.
42. Distribute a list of the unsolved problems, dilemmas or great questions in you discipline. Not: invite students to claim one as their own to investigate.
43. Ask students what books they read during the last six months.
44. Ask students what is going on in the state legislature on a subject which may affect their future.
45. Let you students see the enthusiasm you have for your subject and your love of learning.
46. Invite guest speakers to your class.
47. Plan a "scholar-gypsy" lesson or unit which shows students the excitement of discovery in your discipline.

Providing Support

48. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
49. Check out absentees. Call or write a personal note.
50. Diagnose the students' prerequisite learning by questionnaire or pretest and give them the feedback as soon as possible.
51. Hand out study questions or study guides.
52. Be redundant. Students should see, read or hear key material at least three times.
53. Allow students to demonstrate progress in learning: use a summary quiz over

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the day's work or a written reaction to the day's material.

54. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, do exercises in class or give oral feedback.
55. Reward behavior you want: praise, stars, honor roll or a personal not.
56. Use a light touch: smile, tell a good joke or break test anxiety with a sympathetic comment.
57. Organize. Give visible structure by posting the day's objectives on chalkboard or an overhead.
58. Use multiple media: overhead, slides, film, videotape, audiotape, models, sample material.
59. Make appointments with all students-individually or in small groups.
60. Use multiple examples in multiple media, to illustrate key points and important concepts.
61. Hand out wallet-sized telephone cards with all important telephone numbers listed: office, department, resource centers, lab.
62. Print all important course dates on a card that can be handed out and taped a mirror.
63. Jawboard on students before or after class and join their conversation about course topics.
64. Maintain an open grade book, with grades kept current so that students can check their progress.
65. Check to see if any students are having problems with any academic or campus matters, and direct those who are to appropriate offices or resources.
66. Tell students what they need to do to receive an "A" in your course.
67. Stop the world to find out what your students are thinking, feeling and doing in their everyday lives.

Encouraging Active Learning

68. Have students write something regularly: journal entries, course commentaries or content reports.
69. Invite students to critique for readability or content each other's essays or short answers on tests.
70. Invite students to ask questions frequently.
71. Probe student responses to questions and their comments.
72. Put students into pairs or "learning cells" to quiz each other over material for the day.
73. Give students the opportunity to voice opinions about the subject matter.
74. Have students apply subject matter to solve real problems.
75. Give students red, yellow and green cards (make of poster board) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
76. Roam the aisles of you classroom and carry on running conversations with students as they work on course problems.
77. Gather student feedback in first three weeks to improve teaching and learning.
78. Ask a question directed to one student and wait for an answer.
79. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
80. Do oral, show-of-hands, multiple choice tests for summary, review and instant feedback.
81. Use task groups to accomplish specific objectives.
82. Grade quizzes and exercises in class as a learning tool.
83. Give students plenty of opportunity for practice before a major test.
84. Give a test early in the term and return it graded at the next class meeting.
85. Have students write questions on index cards to be collected and answered during the next class period.
86. Make collaborative assignments on which several students may work together.
87. Assign written paraphrases and summaries of difficult reading.
88. Appoint a student volunteer weekly to ask "dumb questions" for other class members.
89. Give students a take-home problem relating to the day's lecture.
90. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.
91. Practice allowing sufficient "wait time" when posing questions.

Team Building

92. Use special techniques to help you learn names.
93. Set up a buddy system or helping trios so students can contact each other about assignments and course work.
94. Find out about your students through questions on an index card.
95. Take pictures of students (snapshots in small groups or mug shots) and post them.
96. Form small groups for getting acquainted; mix and form new groups several times.
97. Assign a team project early in the term and provide time to assemble the team.
98. Solicit suggestions from students for outside resources and guest speakers on course topics.

For More Ideas

99. Exchange a tip for successful teaching with a colleague.
100. Contact your program director, your chairperson or faculty services for assistance in developing innovative instructional strategies.

Adapted from material originated by Joyce T. Povlacs, The University of Nebraska-Lincoln Teaching and Learning Center, and used at many community colleges.

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Facilities Use

Rules and Housekeeping Guidelines

Instructors

- Facilities are to be left in the condition in which they were found. This includes: chairs, desks, equipment in classroom, and trash picked up.
- Instructors shall leave/replace all materials on boards in the same condition as found upon entering the classroom.
- All boards shall be erased and left in proper condition for the nest instructor.
- Only assigned classrooms are to be used. In case of problems, contact the Vice President Academic Dean or Evening Administrator.
- All required duplication (copies) can be done on the second floor in the Adjunct Faculty work area. At this time, there cannot be secretarial support for copying and typing.

Instructors and Students

Smoking

- Smoking is prohibited in the building. Only exception is outside in a "Designated Smoking Area." DO NOT LEAVE CIGARETTE BUTTS ON THE GROUND

Eating

- No eating in classrooms! The reception area and the designated areas will be the only eating places in the building.

Drinking

- No drinking of any kind is allowed in the classrooms.

Parking.

- Open parking in designated areas only. All students (Credit only) and faculty are required to have a parking decal.

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Academic Affairs

YCTC

York County Technical College

N O T E S

Adjunct Faculty Notes

Vol. 2 No. 1
November 1996

York County Technical College

Fall Enrollment - Like a Tsunami!!!

YCTC officially began offering its second year of classes on September 3rd with 170% of the projected enrollment for the Fall semester. Webster's Dictionary defines *tsunami* as *"a great sea wave produced by earth movement or volcanic eruption."* There were 175 students enrolled during the Fall 1995 semester, and it was anticipated that 250 students would begin classes this Fall. The enrollment tsunami, however, resulted in 378.

Faculty Mailboxes

Since confidential information is placed each day in faculty mailboxes, students are not able to access these boxes. Any student wishing to drop off work for you during the day must leave it with Rosanne Chessie in Academic Affairs. Evening students can drop off their work in Student Services. These respective offices will take responsibility to see that the items get to the adjunct mailboxes.

Meeting Notice

Adjunct Faculty Meeting
Monday, January 6, 1997

Ring in the New Year with YCTC!!!
York County Technical College has scheduled an Adjunct Faculty meeting for Monday, January 6, 1997, from 6:00-9:00 p.m. on the campus in Wells. Pizza and refreshments will be served at 6:00 p.m. All faculty are encouraged to attend. A formal agenda will be sent to you later in December.

USM Deans' Council Accepts YCTC Credits

At a recent University of Southern Maine Deans' Council meeting, the Council agreed that individual students from YCTC would be considered by each of the Deans individually and that credits would be accepted from YCTC. Specific courses approved by USM at this time include: English Composition, Introduction to Psychology, College Algebra, Advanced Math, and Physics. Some Computer Science courses may also apply. Any students inquiring about transferability, please refer them to the Vice President's office.

Happy Holidays

Accolades!!!

YCTC wishes to congratulate the following members of the Academic Affairs Division on their recent accomplishments:

Dianne Fallon, Lynn Gurnett, Sue Cassidy, and John Rainone for completing a week-long Managerial GRID training seminar in Rye Brook, NY.

John Rainone for presenting a workshop "Leading Continuing Education's Most Valuable Resource: Adjunct Faculty" at the 58th Annual Meeting of the Association for Continuing Higher Education in California.

Lynn Gurnett for his lead in securing a grant from Autodesk for Mechanical Desktop software for the college's CAD program.

Sue Cassidy for her acceptance into the National Chair Academy. She attended her first conference in July in Colorado.

Norman Hebert for his election to the Ogunquit Chamber of Commerce Board of Directors. Norm also was appointeed as the Maine Representative for the New England Region Council of Hotel and Restaurant Institutional Education.

Reminder!

Please inform your students that YCTC cannot give grades to anyone over the telephone. Official grades reports are mailed within three weeks of the end of each semester. Educational records cannot be released by YCTC because of confidentiality issues. Records are only released with a signed authorization statement from the student.

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Inclement Weather Policy

It is that time of year that we must all think about the possibility of inclement weather causing cancellations of classes. Although classes are seldom canceled, decisions to cancel classes will be made by **6:30 a.m.** for day classes and **3:00 p.m.** for evening classes. Announcements will be made on the following Radio stations: WCDQ(92FM); WHYR(96FM); WOKQ(97.5); WPOR(101.9); and Television stations: WCSH(6); WGME(13); WMTW(8). **If classes are canceled due to inclement weather, you must make plans to reschedule the class.**

Clarification of Student Excused vs. Unexcused Absences

The Academic Affairs Team discussed and approved the procedure for "Excused Absence" and "Unexcused Absence" for student attendance. On a few occasions, faculty are allowing students to miss class using the term "excused absence: and these absences are not being counted in their attendance. YCTC does not have a definition of "excused absence" in the college's policy on attendance. Therefore, the Academic Affairs Team approved that an absence from class is an absence from class. No distinction will be made if the absence is excused or unexcused. The current policy allows some flexibility for a student to miss an occasional class. If a student should have a special situation and will miss a number of classes, contact your Department Chair so arrangements may be considered.

Cassidy Named Dean of Students

William H. Cassidy of Standish was recently appointed dean of students at YCTC. Cassidy comes to this position from the Center for Career Development where he was the director of Research and Curriculum. Cassidy also has been on the faculty and has held administrative positions at Washington County Technical College. As dean of students, Cassidy assumes responsibility for all student services including: admissions, registrar, financial aid, student government, and other student life activities.

Fornauf Named Director of Admissions

Julie Fornauf of Kennebunk was recently appointed the college's first director of admissions. Fornauf has been with YCTC since December of 1995 as an admissions representative. Fornauf brings experience in admissions from other schools and colleges in the northeast. As director of admissions, Fornauf will lead the college's outreach program to prospective students and administer their enrollment into YCTC.

Look Mid-Semester Course Evaluation Implemented

The Academic Affairs Team has approved a Mid-Semester Course Evaluation for all credit courses beginning in the January Semester. This one-page evaluation will allow student responses immediately and improvements, if any, to the course can be made during the second half of the course. A copy of the instrument will be available at the January Adjunct Faculty meeting.

YCTC Welcomes New Adjunct Faculty

Since the start of the Summer Semester, York County Technical College has added a number of adjunct faculty to the Departmental core faculty and we would like to welcome the following individuals:

Business/Computer Technology Department
Mr. Wayne Boardman
Mr. Paul Jacobson
Ms. Rosanne Chessie
Mr. M. Tim Copeland
Ms. Anne Hutchins
Mr. Jeff Killer
Ms. Louise Leavitt
Mr. Tim MacDonald
Mr. John McGehee
Mr. John Perillo
Mr. Neil Portnoy
Mr. William Simmons
Mr. Ed Stone

English/Humanities Department
Mr. Stephen Andrew
Ms. Grace Campbell
Mr. Alex Davis
Ms. Karen Freeman
Mr. David Jordan
Ms. Christiane Phillips

Computer Aided Drafting Department
Mr. Fred Bancroft
Mr. Don Bissell
Mr. James Woodman Brown
Ms. Brenda Chase
Mr. James Cumisky
Mr. Robert Lloyd
Ms. Katherine Richardson
Mr. Tom Stevens

Hospitality Management Department
Ms. Doreen Adler
Mr. David Clark
Ms. Sonja Haag Ducharme
Mr. Dale Mowery
Mr. Joseph Pirkola
Ms. Darlene Roy

Corporate and Professional Training Department
Mr. Joseph Carlozzi
Mr. Don Morrison

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Adjunct Faculty Feedback Form

A major goal of the Academic Affairs Division of YCTC is to continually improve policies, processes and communication. The Adjunct Faculty Handbook is an example of input we received from practically every staff member of the College. Now it's your turn.

Please use this form to let us know about using this Handbook and ideas you may have for improvement.

John J. Rainone
Assistant Dean

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